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THE DESIGN, DEVELOPMENT AND EVALUATION OF
THE TULKETH READING ATTITUDE INVENTORY

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B.A., Adv. Cert. Ed., Cert. Ed.

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Abstract

This thesis presents an account of the design, development, application and evaluation of a reading attitude inventory. The Tulketh Reading Attitude Inventory (TRAI) was developed in response to the needs of an English Department in an 11 to 16 co-educational comprehensive school which was about to adopt the Cambridge 'O' level English Literature Syllabus (2002) Plain Texts in years 4 and 5.

There was a need to identify pupils to follow this course and it seemed likely that pupils with a positive attitude to the world of books and reading would be those who would find pleasure and success in pursuing an 'O' level literature course. The TRAI was designed and developed to test this assumption and to assist in this pupil identification and selection procedure.

The thesis also evaluates school examinations, teachers' subjective assessments and reading tests as methods of selecting and identifying pupils to pursue this 'O' level literature course.

A group of sixty secondary school pupils was studied and their progress documented over two and a half years.

The TRAI was found on test/re-test to have a product moment coefficient of reliability of +0.89 (significant at .01 level) and a predictive validity of +0.61 (significant at .01 level) when TRAI scores were correlated, using product moment, with 'O' level literature results. This suggests that the TRAI can contribute to the more accurate placement and selection of pupils on an 'O' level literature course.

Preface

It is proper on the first page of this thesis to record my thanks to the pupils and staff of Tulketh High School who gave generously of their time to this research. They remain anonymous within these pages, but their contribution is great. Greater thanks should also be extended to my supervisors: Tony Pugh of The Open University and Brian Heap of Edge Hill College of Higher Education. Their intellectual rigour and genuine enthusiasm for the project have been invaluable during the last two years.

It was considered appropriate in the writing of this thesis to present the main body of the text as a coherent discussion and to deploy the appendices as sources of amplification and clarification. It is hoped that this structure meets with the reader's approval.

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Chapter 1

Introduction

As a preface to this research it should be explained that the stimulus to explore the reading attitudes of secondary school pupils began as part of an Advanced Certificate in Assessment and Guidance undertaken at Preston Polytechnic in 1980-81. The Advanced Certificate was awarded on the basis of an examination (one paper of three hours) and an extended essay (approximately 5000 words). It was during the reading and small scale research for the essay that this researcher became interested in the identification of attitudes to reading and the "world of books".

As a Head of an English Department in an 11 to 16 comprehensive school, the researcher was well aware of the need to make assessment procedures more valid and reliable and equally aware that in the field of assessment of English, national initiatives were broadening concepts of pupil assessment. 16+ pilot schemes (JMB/TWYLREB) had operated 100% course work assessment schemes and National Criteria recommendations were suggesting oral assessment as an integral part of the 16+ in English. It seemed timely, therefore, to investigate attitudes as a further dimension in the profiling of pupils' skills, abilities, performance etc. Indeed, the trend towards more detailed record keeping and the concept of the pupil profile was seen as an area of educational development to which a study of attitudes to reading in secondary schools should properly contribute.

This study of reading attitudes in fifty secondary school pupils of Tulketh High School, Preston, extends over three years. It is essentially a school-based study, but it will be shown to have interest for those concerned with the area of attitude assessment as well as for teachers of English.

The school itself should be described in some detail. Tulketh High School is an 11 to 16 co-educational comprehensive of approximately 800 pupils, although, in common with other schools in District 6 of Lancashire, and indeed with many other schools in Lancashire, its pupil numbers are declining. In September 1981 there were 825 on roll; in September 1983 there were 756. Its catchment area is a wedge from dockside Preston (an area now about to undergo major redevelopment after the closure of the docks) through traditional 19th Century terraced property to the new Central Lancashire Development Corporation housing estates and the well-established middle-class residential areas of Ingol and Ashton. The intake each year also includes pupils from the ethnic minorities (mainly Asian) who constitute 10% of any one year group. In 1981 the school was seven form entry; now it is five form entry.

Its local reputation is sound if not remarkable. In the past two years, however, its position and ultimate existence has been threatened by the increased appeal of a new 'show' school at Broughton, only two miles away. This new school has proved very attractive to middle class parents. As rolls fall, Tulketh will experience further competition from two other 11 to 16 High Schools in the immediate vicinity; one of these is well established and has served the largely middle class area of Fulwood and has had its appeal increased by the addition of a leisure complex in its grounds. The other high school, Ashton-upon-Ribble High School, has conducted major publicity drives and has projected its image forcefully in the media. Without overstating, it could be argued that Tulketh High School is in decline as a result of falling rolls and as a consequence of competition from other schools.

The school has recently been the subject of some other educational research. In the academic year 1980-81 it was often visited in a year-

long study by a graduate student, Mr John Scarth, from the University of Lancaster. His research for his Ph.D. thesis explored many aspects of school life with his overall concern being the nature of constraints upon the teacher and the curriculum. Professor Sally Tomlinson of The Department of Educational Research at the University of Lancaster also used the school as a source of data in one of her projects. Mr Scarth's presence acted as a catalyst to the staff and in some departments a genuine enthusiasm towards evaluation of teaching methods and the curriculum was encouraged. This was especially true of the English Department.

Tulketh High School tried to do all in its power to improve the academic performance of its pupils. The headmaster held the view that strong 'O' level results would sell the school to prospective parents. He was fortunate in that the Maths and English Departments had had considerable 'O' level success, but he still felt that there was room for further progress in English.

To generate the maximum number of 'O' level passes in English, he perpetuated the system that Sets 1 and 2 in the 4th and 5th year follow both literature and language syllabuses at 'O' level standard. It should be pointed out that in years 1, 2 and 3, pupils were taught in ability bands. There were three bands. The diagram below explains the structure.

<u>BAND/YEAR</u>	1st	2nd	3rd	<u>YEAR</u>
TOP	1I 1N	2I 2N	3I 3N	'O' level potential
MIDDLE	1G 1O	2G 2O	3G 3O	'CSE' potential were remedial
BOTTOM	1L 1M	2L 2M	3L 3M	non-exam (M groups classes)

TABLE 1

BANDING ORGANISATION 1982
TULKETH HIGH SCHOOL

The bands were generated within the first week of each academic year.

First year pupils were given a battery of tests (non-verbal, verbal, Maths, reading and English) in the first few days of the term and then placed in bands. Reviews of band allocation took place on two occasions - after the internal school examinations at Christmas and Summer. Only one department setted pupils and this was the Maths department. Other departments taught within the banding structure. In years 4 and 5 (the upper school) the English Department was able to set its pupils for the first time. Hence, the end of the 3rd year was a significant watershed. Pupils were engaged in making subject choices within the option system and simultaneously the English Department was drawing up its set lists. This is a common experience in the secondary school. Teachers are faced with the classic dilemma: which pupils follow an 'O' level course, which pupils follow a CSE syllabus? This selection procedure had the further complication that pupils in Sets 1 and 2 (there were to be six sets in all) were to follow a double 'O' level course in language and literature.

In the early months of 1981, therefore, the English Department of Tulketh High School was faced with the perennial problem of grouping 160 pupils into six sets. The double 'O' level English syllabus for Sets 1 and 2 is, as already stated, traditional, but it is reinforced in a variety of ways. The principal method is to refuse to offer English Literature as a 4th year option. Hence, 55 to 60 pupils (36% of the year group) are arbitrarily designated as having double 'O' level potential. Sadly, this prescription leads to a high level of pupil failure and teacher frustration. This is self-evident when it is appreciated that the average level of attainment nationally in English at 16+ is a CSE grade 4 and that 'O' level courses are designed for the top 20% of the ability range.

These figures assume, of course, a normal curve of distribution, but Tulketh High School could not claim to be that representative. If anything, it had fewer pupils in the more able category.

The English Department had always found it a random and unsatisfactory process to select pupils for Sets 1 and 2. In an attempt to improve the procedure, in 1981 the pupils were assessed by a battery of tests which might improve the reliability and validity of the final placements. It was patently obvious that pupils following not only an ordinary level language course, but also a mandatory ordinary level literature course might require particular aptitudes and attitudes as well as skills. Indeed, in early interviews and discussions with English Department staff, it was recognized that some pupils could have 'a flair' for literature and successfully complete the course, whereas some pupils with high linguistic skills might fail the literature course because of a deep-seated, instinctive dislike of literature, or more generally, the 'world of books'. It has been frequently argued that the study of literature requires not only an intellectual maturity but also an emotional one. The syllabus for the 1983 examination in English Literature required the study of at least three texts from the following: A Man for All Seasons, 1984, Macbeth, 21 Great Short Stories, Washington Square, and Jane Eyre.

In the past, the only measures used to assess the pupils and to predict their likely 'O' level success were the results of the internal school examination in English mid-way through the third year. In fact, the previous head of department had done all setting personally, rarely consulting with colleagues. It was felt that this was a very undesirable practice and unreliable. Other tests were introduced in the pupils' 3rd year to extend the profile of each pupil

in an attempt to make final placements more accurate. All the pupils in the 3rd year (except L and M groups) were given an early version of the Tulketh Reading Inventory and a reading questionnaire to complete.

The reading attitude inventory (TRA I) was devised to assess pupils' attitudes to reading and books. Pupils with positive attitudes on this scale, it was assumed, might enjoy the literature element and enhance their performance because of this deep-seated attitude.

This reading questionnaire attempted to identify aspects of the pupils' reading experience, home reading environment and reading habits. Regrettably, although the design procedure of the questionnaire followed well-established principles and practice, it did not successfully elicit information as was intended. At best, it offered one or two illuminative aspects. For example, it identified homes which had a high input of daily and evening papers, or library membership, or a 'home' library. The questionnaire was never intended as a form of 'assessment' which might correlate with examination performance. It was always intended to provide background information. Reading ability was assessed by using an Edinburgh Reading Test (Stage 4). Additionally, some weeks before these tests, members of the English Department were asked to assess, subjectively, the potential of the pupils on a six point scale.

After lengthy departmental discussions towards the end of the pupils' third year at which the full pupil profiles were documented and available to all members, the sets were drawn up. The internal examination results were still significant in that staff referred to them when any conflict of opinion arose as if they were Holy Writ. The headmaster also surveyed the setting and it emerged that his fundamental criterion of selection was the reading age of each pupil. In the end, the pupil selections for Sets 1 and 2 were a compromise.

No measure in the test battery actually carried a disproportionate weighting. The selection represented a hard-fought, but more informed, professional judgement.

Nor was it possible to structure the research in the classic mould with a control group. Ideally, of course, it would have been highly instructive if the top set could have been selected purely by reading attitude scores, but such a research model was impossible within the school framework and the moral imperatives as well as the educational risks precluded it anyway.

At this point, the impression in the English Department was of uncertainty. Could pupil performance be predicted? So many variables would exert their influences during the two year course.

The 55 pupils who formed sets 1 and 2 have been closely monitored over the two years of their course (September 1981 to July 1983). The research findings illuminate some useful features which step beyond the needs and exigencies of this specific group of pupils. The reading attitude inventory has emerged as a reliable and valid measure with uses throughout the secondary sector.

It should, at this stage, be explained that the English Department opted for a syllabus which was far from revolutionary but one which had implicit in it certain values about the teaching and examining of English Literature. The chosen syllabus was the Cambridge Ordinary level English Literature (2002 Plain Texts) syllabus. Several features of this syllabus should be emphasised.

O'Malley (1981), a founding chief examiner of this syllabus, has eloquently reflected on its impact upon the teaching of English. In his review of the syllabus's ten year history he defines the kind of good teaching of literature that the course enables and the principles of examining involved in responding to this teaching. 'Good teaching', he says, 'is simply the art of causing much good reading to occur'. Equally, he asserts, 'good examining is examining

which permits and perhaps even encourages good teaching thus defined'. (P.6)

This may sound flippant or lightweight rhetoric quoted out of context, but the poignancy and pertinence of these generalisations strike home as truthful axioms to any teacher closely involved with the 'Plain Texts' syllabus. O'Malley (1981) concludes with much optimism that:

'Plain Texts has never been intended as a liberation from work, but as a liberation into a different a more valuable kind of work. My own interest has always centred on that different and (as I believe) more valuable kind of work that Plain Texts might foster, and the dozen years have not left me disillusioned'.

(p 12).

Plain Texts is assessed by one examination of $2\frac{3}{4}$ hours. The pupils have to answer four questions, referring to at least three set books. Pupils have the option to respond to an unseen poem. There is no set poetry on the syllabus. This enables teachers to teach poetry in great freedom, emphasizing at all times the value of considered, intelligent responses, without conforming to the restrictive practical criticism of other courses which require a standardized analysis under headings (diction, metre etc). The pupils are permitted to take the texts (devoid of all notes/marginalia) into the examination room. In Section A of the paper, the pupils are specifically directed to excerpts from the texts as stimulus and guidance in the answering of questions. (See appendix 7 for examples)

Above all else the examination is an assessment of the pupils' responses to literature. This essential principle is underlined at every examiners' meeting. Of course, where linguistic skills mar expression of ideas in weaker candidates, the final grade can be affected, but the examiner is urged to reward intelligent response

to literature and not to assess syntax and technical competence.

It seemed to the English Department, therefore, that this syllabus would enable pupils with positive attitudes to maximize their potential in English Literature.

The monitoring of the pupils during the two years of the course, that is after the initial testing phase, consists of the following:

- i) the reading attitude inventory was given on two occasions (once at half-way stage and again at Christmas of the 5th year);
- ii) the reading test (Edinburgh Stage 4) was given at Easter of the 5th year;
- iii) a random sample of pupils was interviewed in the 5th year.

In August 1983, the examination results were published and these, of course, were the final measure of the pupils' success.

The central theme of this thesis is the need for, and the usefulness of a reading attitude inventory in the secondary school. More precisely, it assesses the TRAI's validity and reliability as an instrument of selection. Inter alia, the thesis will refer to issues associated with the teaching of English and of the difficulties of assessing and selecting pupils at 13+. It also presents forceful arguments for a re-thinking of assessment procedures and for an increased awareness of the value of assessing attitudes.

It is a report of a research study which points to many other areas for educational enquiry. It clearly documents one school's honest endeavour to employ appropriate selection methods to ensure that pupil performance was maximized. As such it should interest both the educational researcher and the practising teacher.

Chapter 2

Review of current research into reading attitudes

"It is generally accepted that attitudes are learned and the widespread interest in the process bears witness to its importance in the modern world" pg. 5 Evans (1965). In the area of reading much research has been devoted to investigations into ways of improving reading ability and to a lesser extent, into reading interests (Betts, 1976, in Harris and Sipay, 1981). Less research has been undertaken in the area of reading attitudes, although to be able to identify a pupil's attitudes to reading as part of a general screening process exploring other features of his personality and educational potential would seem a useful addition to the understanding of potential educational achievement. As will be seen in this review of the research into reading attitude, the methods deployed, whether they be the interview or the inventory, are very much in their infancy and their devisers are acutely aware of the technical and psychological problems associated with any attempt to elicit and identify such attitudes. Essentially all the cautions stem from the awareness that any attitude is one dimension of a personality structure which is a complex mass of ideas, values, interests, traits and attitudes derived from heredity and environment and at various stages of growth and development. Nevertheless some progress has been made in devising useful measures to screen pupils in relation to their reading attitudes.

American researchers have been at the forefront of the study of reading attitudes. The main area of research has been in the equivalent of the British primary and middle school sectors. Hence, the background reading in preparation for the design and development of a reading attitude scale for the secondary sector in British schools has been less pertinent than is desirable. In essence, it has provided some signposts of both principle and practice, but it has not enabled direct comparison nor the opportunity to extend previous

work. There is, then, a sense of pioneering to the design and development of the Tulketh Reading Attitude Inventory.

The measurement of attitude in relation to reading according to Merrill Brown (1979) "presents considerable difficulties of various kinds and this may be the reason why no simple adequate instrument has yet been designed". She presents four main reasons for this inadequacy. Firstly, she argues that it is not possible to use one instrument at all levels. This is true. One cannot expect a six year old to respond to the same instrument as a twelve year old, but alternative forms of an instrument constructed under the same principles could surely permit comparison. An example of this practice is from the A.P.U. (Gorman et al 1979) which devised a series of cartoon-like visual representations to which primary school children responded. These visual images could correlate with written statements generated for an older age bracket. Secondly, she argues that sex differences in attitude to reading are more significant at some stages of a pupil's development than others. This criticism is rather invalidated by the use of an instrument at various points in a pupil's school life. The only danger lies in use of a reading attitude measure alone for purposes of selection in a school since it is unwise to make assumptions from only one test score. Thirdly, she argues that there is often a confusion surrounding what the researcher is exploring. Is it the child's attitude to using the skill or the child's attitude to using the skill after confidence has been gained in its use? Here, she herself assumes a definition of attitude which is not generally accepted. Attitude is not like ability, a practised skill (see Evans 1965). Finally, she observes that attitudes change over time due to some or all of the previous factors and hence undermine the measuring instrument. Certainly there is some evidence for attitude change over time, but this again does not invalidate the deployment of an instrument if disparate scores or results are explored in a diagnostic or remedial way.

In 1979, the APU in the booklet 'Language Performance' stated: "we recognise the need to obtain information on reading as an undirected activity. Pupils

will be asked about their response to voluntary reading and their attitudes in reading in general". This aim was also shared by H.M. Inspectors of Schools (See Gorman et al 1979) who wished to explore not only pupils' ability to read, "but also their appreciation of the values of satisfaction of reading".

The instruments used to measure attitude in relation to reading have not been rigorously or enthusiastically developed in this country, as opposed to the U.S.A. where most of the research and development has taken place. Hence, the psychometric study of reading attitudes at secondary level is only just becoming an area which is attracting educational research.

The fundamental problem facing the researcher of attitudes is the definition of what he is measuring. Mary Robinson (1975) noted that pupils may have the same attitude but hold different beliefs. For example, a child may think reading is important, but may not have a favourable attitude towards it and vice-versa. Nevertheless a convincing model of attitude has been devised by Lewis and Teale (1980) who identify three components:

- a) the individual development factor - the value one places on reading as a means of insight into self or others;
- b) the utilitarian factor - the value for achieving educational/vocational goals;
- and c) the enjoyment factor - the value of reading for pleasure.

It is this particular model which has been adopted in the design of the Tulketh Reading Attitude Inventory. In accepting this definition it was hoped to counter Merrill Brown's assertion that confusion often surrounds what dimension of attitude is being measured.

Merrill Brown's claims of difficulty in assessing attitudes to reading are also counteracted to some extent by the measurement techniques developed during the past ten years. In addition there is an implicit, tangible and urgent need to adopt reading attitude measurement as a priority within our educational system in the light of some disturbing statistics produced by the National Assessment of Education Progress (NAEP) in the U.S.A. (see Lehr, 1980). NAEP

surveyed over 100,000 school pupils in the age range 9 to 17 and found to its considerable alarm that 10% did not read at all, that pupils generally read less as they get older and that 50% of 17 year olds chose reading as their least favourite pleasure activity. This cautionary tale is encapsulated in Charlotte Huck's (quoted as epigraph in Lehr 1980) "If we teach a child to read, yet develop not the taste for reading, all of our teaching is for nought. We shall have produced a nation of 'illiterate literates' - those who know how to read, but do not read".

The measures used to assess attitude performance include: interviews, observation, questionnaire, inventory, semantic differentials, and self-rating charts. The A.P.U. in its research into reading attitudes (1979) opted for a two stage investigation using initially a series of open-ended questions and secondly a scaled series of responses to statements structured from the responses received in the first stage. Merrill Brown (1979) argues that the area of attitude measurement raises more questions than answers, but she is dismissive in particular of work by Estes (1971, 1974) and Dunlin and Chester (1974).

Rowell's (1972) interest was in pupils in the primary sector and particularly the less able. He argued that reading attitude is reflected in a behaviour pattern. Hence he developed A Scale of Reading Attitude Based on Behaviour. He identified three reading situations in which behaviour could be observed: reading for pleasure, reading in content areas and reading as it takes place in reading classes. After pilot schemes and item discrimination analysis he produced a sixteen item inventory, based on a Likert Scale. A skilled observer was then able to tick behaviour patterns on a five point scale. An example of one of his statements is give below.

Statement 1

The student exhibits a strong desire to come to the reading circle or to have reading instruction take place.

	Always Occurs	Often Occurs	Occasionally Occurs	Seldom Occurs	Never Occurs
Tick					

The observation of the pupil must take place over a long period to avoid gross misrepresentation but surely the problem of observer standardization is a major one and equally, in terms of time, this is not going to have a practical application for the working teacher.

In the same year, T.H. Estes (1972) developed his scale which has been validated in work by Dunlin and Chester (1974) and by Estes and Johnstone (1974). Further research by Roettger, Szmezk and Millard (1979) supports the view that the Estes Scale can be used "as a criterion measure of high school students' attitudes towards books and reading". Dunlin and Chester (1974) reached a similar conclusion pointing out that Estes discriminated significantly between groups (high interest - low interest) and that the results correlated highly with the validating techniques of pupil self-rating and teacher assessment. Estes' scale was thus validated and adapted for use in the American secondary sector; nothing similar has been developed in England apart from the APU initiative already referred to. In England, the concentration has been upon the primary sector in work by Dunham (1958), Williams (1965) and Georgiades (1967). James Ewing, financed by the Scottish Education Department, has researched attitudes in the age range 8 to 15.

The Estes scale cannot be used in England without modification: for example, the sheer Americanness of the language. Statement 8 on his scale is: "Reading is only for grade grabbers" which wouldn't mean much to an English school pupil! However, his principles and approach were adapted in this study of fifty secondary school pupils and might be seen, in one sense, as a further validation of the principles of his work.

This review of the literature of attitude testing in relation to reading must make reference to one or two other dimensions.

Firstly, Lewis and Teale (1980) argue that the teacher can enhance attitude to reading even though it is competing with many other factors (peer group pressure, home background, and the TV and video-tape revolution). In particular, he can use praise, ask concerned questions based on the pupils' ideas stemming from his reading, increase the allotted time for silent reading in

his class and increase the pupils' choice of reading books, encouraging the idea of a 'personal library'. Here is an area of further research. What pedagogic strategies should be used to enhance reading attitude and which have greatest effect? However, the mere enhancement of attitude does not guarantee improved achievement. There is, in fact, according to Roettger, Szmazek and Millard, (1972) very little research into the assumption that attitude has a positive relationship with achievement. Nor, they argue, can "attitudes be used as a predictor of academic achievement".

Nevertheless, the measurement of attitude can be useful to the teacher in distinguishing more accurately between groups because the very high interest and high interest groups can be easily merged in the teacher's day-by-day subjective whirl of assessment. In the primary sector, research (Swanson, 1982) indicates that "younger pupils have relatively positive attitudes initially. It is not until reading becomes a 'task' that the negative attitudes are established". This is most significant as this study is concerned with fifteen and sixteen year old pupils.

The theory and research upon which this study is based is still in its infancy. Many of the uncertainties iterated in this chapter will emerge elsewhere but it should be forcefully stated that attitudes to reading remain a crucial area. As Pumfrey and Dixon (1970) conclude:

"If we, as teachers are concerned with children's attitudes as well as their attainments, the value of sensitive measures of attitudes to reading will be apparent. Many teachers judge their schools' and their own effectiveness more in terms of childrens' attitudes than of their attainments".

The Tulketh Reading Attitude Inventory

The Tulketh Reading Attitude Inventory (TRA I) was designed to measure the attitude to books and reading amongst pupils in the secondary sector of education (age range 11 to 16). It was constructed employing a Likert scale and represents a modification of the techniques employed by Estes (1972, 1974).

The Likert Scale is a well established method of exploring attitudes (Evans 1965, Summers 1979). It is not a perfect method, but its strengths can be stated as follows: it approaches unidimensionality; it is better than Guttman or Thurstone for studying the patterning of attitudes; validity can be high if due care is taken in the construction stage; and reliability tends to be high (+0.85 is common). Likert Scales are not reproducible, but the pattern of responses (see appendix 4) is often more interesting than the overall score.

The inventory contains twenty statements about books and reading. Eleven statements are positive and nine are negative (see appendix 1, Page 51). Pupils are asked to indicate their reactions to each statement on a scale 1 to 5, representing strong agreement, agreement, uncertainty, disagreement and strong disagreement respectively. All responses are scored. Very positive responses receive five marks; very negative responses score one mark with intermediate marks of two, three and four for less certain and intervening responses. Hence, the maximum score on the inventory is 100 and the minimum score is 20.

Administering the inventory is a simple task. Supervisors are urged to make the completion of the inventory as natural as possible and to emphasize that it is a questionnaire and not an examination. There is no time limit, but experience shows that fifteen minutes is an adequate allowance. Pupils are in fact urged to respond quickly and instinctively and not to ponder their responses. Before the inventory is attempted, pupils work through three sample statements to ensure that they understand the response scale. The inventory is not completed under the rigorous silence of an examination, but pupils are instructed not to consult with colleagues or refer

to the invigilator. All this sounds rather formal and regimented to practising teachers but these procedures are necessary to ensure uniformity of test conditions. After the inventory has been completed, teachers and pupils have reported that it has operated as a stimulus to much discussion.

Before considering the interpretation and analysis of the inventory results (chapter 4) it is important to detail the process of inventory construction.

The raw material of the inventory is the statements. Originally over 100 statements on books and reading were collected from a wide range of sources (teaching colleagues, family, friends, students and pupils). This list was reduced to approximately fifty on grounds of inappropriateness (eg. vocabulary, colloquialism, ambiguity etc). This provisional short list of fifty was then submitted to an experienced researcher into attitudes⁽¹⁾ who refined the list to thirty eight statements.

The next stage was to test the thirty eight statements in a pilot inventory. One hundred pupils in an 11 to 16 co-educational comprehensive in Leyland completed this inventory. The results of this pilot study enabled some statements to be eliminated after item analysis.⁽²⁾ The final inventory of twenty statements was then constructed.

The target group in this study is composed of fifth year secondary school pupils, so the next stage in establishing the feasibility of the inventory was to administer it to a large sample. 263 fifth year pupils in a 12-18 co-educational comprehensive in South Yorkshire completed the inventory. The results are listed in the table on the following page.

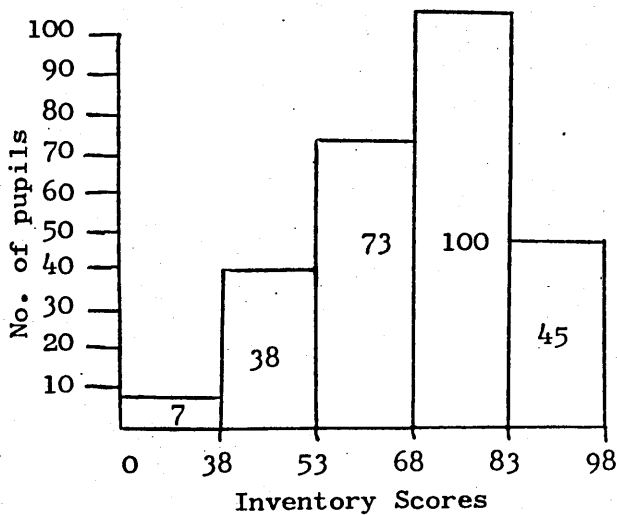
(1) John Haworth, Edge Hill College of Higher Education, provided invaluable expertise in this area.

(2) See Appendix 2 for details of item analysis by computer.

(5th Year) pupils

	No.	Range	Mean	Standard Deviation
Overall	263	27-97	68.44	14.93
boys	128	27-92	62.62	14.12
girls	135	38-97	74.10	13.26

There was cause for some reassurance here. On face value the inventory had produced results tending towards a curve of normal distribution, although with a slight negative skew, as shown in the graph below.



Scores on the Tulketh Reading Attitude Inventory are interpreted in the following way:

Score of 83+ = VERY POSITIVE ATTITUDE

Score of 68-82 = POSITIVE ATTITUDE

Score of 53-67 = NEGATIVE ATTITUDE

Score of 38-52 = VERY NEGATIVE ATTITUDE

Finally, a smaller group of sixty pupils completed the inventory and three weeks later were asked to repeat the test. The test-re-test coefficient of reliability is a satisfactory +0.89. (Pearson Product Moment and significant at .01 level)
This classification has boundaries based on distribution but it would

be foolhardy to assume, for example, that the 67/68 boundary distinguished unequivocally between a pupil with a negative and a pupil with a positive attitude. Scores in the mid-range (53-82) would, however, invite teacher interpretation and further investigation.

Earlier in this chapter it was demonstrated how carefully content validity was sought. Estes has been accused of not knowing exactly what attitude he was measuring. His phrase 'reading activity' has been attacked on several grounds as being imprecise. The Tulketh Reading Attitude Inventory aims to measure reading attitude within the conceptual framework defined by Lewis and Teale (1980). (See p 13) A further safeguard was the validation exercise carried out using independent raters.

Ten pupils were randomly selected from the target group of fifty and were interviewed⁽³⁾ to elicit their opinions and views about reading and books as well as to comment upon the ordinary level literature course. The independent raters were asked to listen to the tapes of these interviews and to categorize each pupil on a scale of one to five. (1 = very negative attitude to reading and 5 = a very positive attitude to reading. The intermediate scores represented middle values on this progressive scale). These independent ratings were correlated with the Tulketh Reading Attitude Inventory scores for each pupil. The correlations were very significant. Rater A (second in department of English in an 11 to 18 co-educational comprehensive school, not involved in the project in any other way) and Rater B (a civil servant) listened to the tapes at different times. Rater A's assessment correlated perfectly (+1.0) and Rater B's at +0.87. (Pearson Product Moment, and both significant at .01 level). These results suggest that the structured interviews elicited both implicit attitudes to reading and that the inventory measured a genuine attitude which had changed little amongst the

(3) Transcripts of these interviews will be found in appendix 6.

pupils in the sixteen weeks between administration of the inventory and the interview. As will be seen in chapter 5, some pupils during the interviews actually rate their own attitude to reading so that, inter alia, the interviews offer a further, if subjective validation. (See p38)

Pupil	Rater A	Rater B	TRAI ₃ score
A	3	3	63
B	4	3	78
C	5	4	87
D	2	2	43
E	4	4	62
F	4	4	77
G	1	2	48
H	4	4	66
I	4	3	87
J	3	3	73

Each rater was asked to assess each pupil's interview on a scale 1 to 5 (1 = very negative 5 = very positive) as to the level of attitude towards books and reading. They were advised to consider both explicit and implicit information in the interviews.

Table 3 Rater Assessments

It should be noted and recalled that Roettger, Szmezk and Millard (1972) reported little research into the relationship between attitude and achievement and held that attitude measurements cannot be used to predict academic performance. This aspect of the predictive validity of the Tulketh Reading Attitude Inventory will be discussed in chapters 4 and 6. At this stage it is appropriate to remember that the Tulketh Reading Attitude Inventory was only one of a series of tests employed to enable the selection of pupils to pursue the Ordinary Level English

Literature course (Plain Texts (2002)Cambridge). Nevertheless it is a major concern of this thesis to assess its predictive validity. Naturally, the inventory will be compared with the other measures to assess its relative predictive validity.

This chapter has detailed the construction of the Tulketh Reading Attitude Inventory which offers a measure of satisfactory reliability and sound content and concurrent validity. It could be deployed throughout the secondary sector as part of the overall profile of a pupil. Teachers should find it particularly useful in identifying pupils who, as they make the transition from the primary sector, need special attention to engage their interest in the world of books and reading. Equally, English Departments might find it an efficient method of monitoring one of the effects of particular courses, especially those centring on a substantial diet of literary works. Another use would be to deploy it to assess the changes in attitude achieved consequent upon the adoption of different reading or teaching strategies. It is essential, therefore, that the Tulketh Reading Attitude Inventory is given a thorough and extensive practical testing in the secondary school.

Chapter 4

The Results

When the 'O' level literature results were published in August 1983 they were warmly received by both staff and pupils at Tulketh High School. Of the forty-nine pupils who were entered for the examination, forty-one passed at grade A, B or C (grades D and E are considered failures). The actual distribution of grades is shown in the table below.

Grades	No. of pupils
A	5
B	20
C	16
D	6
E	1
U	1

ie. a pass rate of 85.4%

Table 4 Distribution of 'O' level grades (1983)
in target group

Of the two sets of pupils, Set 1 which was selected as the best, achieved a remarkable 100% pass rate. Set 2 achieved a 66.67% pass rate. (Set 1 29 out of 29; Set 2 12 out of 20). The smaller pupil numbers in Set 2 results from the non-entry of five pupils who were not considered worthy candidates by their course tutor and the departure of one pupil to another school in October 1982.

At one point in the research the complex and fascinating area of teaching style came to the fore as a variable. It is, of course, highly important in considering the progress of a group of pupils pursuing a two year study of 'O' level English Literature. Although strategies for defining the style of teaching exist and methods of

assessing teacher efficacy were envisaged, ultimately this aspect was not incorporated in the research programme. It is important, at this stage, to explain why not.

A crudely drawn and subjective analysis of the two members of staff involved would invite the following comparisons. The teacher of Set 1 was a well-qualified and experienced teacher of English with several years direct experience of teaching 'O' level literature syllabuses. Indeed, she had already one year's experience of the Plain Texts course. The teacher of Set 2 was, in one sense, a probationer, completely new to both 'O' level literature teaching and to teaching at 'O' level standard. His previous experience had been entirely with CSE courses.

A subjective impression would identify their styles as virtual opposites: the teacher of Set 1 formal (characterized by dictated notes, summary, regular tests etc); whereas the teacher of Set 2 was more 'progressive' using group reading strategies and other innovative teaching techniques. He also consulted on a regular basis with the Head of Department, clarifying and checking his progress and methods. Hence, the teacher of Set 1 personified a self-assured, confident tutor, whereas the teacher of Set 2 represented a tutor demanding on-going evaluation. An even cruder contrasting image might be private and public - the teacher of Set 1 simply "got on with it"; the teacher of Set 2 discussed virtually all that he did and wanted to do.

The main factor, which ruled out a teaching style analysis, was the fact that the teacher of Set 2 perceived himself to be on trial in that his headmaster had reluctantly approved of his teaching of such a group and had tried to dissuade the Head of Department from giving him this opportunity.

Given this professional and psychological pressure, and the fact that the researcher was the Head of Department in question, it was considered untenable and inappropriate to increase the tension. The pupils, too, had to be respected. Perhaps it was unfair to subject them to a course taught by a member of staff who was so patently the subject of assessment. For example, classroom observation would have generated an intolerable pressure on "the probationer".

Nevertheless, it is obvious that teaching styles will have affected pupil performance, but it should be added that the results in Set 1 were, of course, exemplary. In Set 2 the 66.67% pass rate was considered highly satisfactory comparing favourably with past 'O' level literature achievements in this set. For example, in 1982 there were only ten passes in 'O' level English Literature in Set 2. It should be made clear that this dismissal of research into teaching style as a variable affecting pupil performance in no way indicates an unawareness of its importance.

A major intent of this research is to develop and test the usefulness of the Tulketh Reading Attitude Inventory as a predictor of performance at 'O' level English Literature. In particular the inventory was designed to provide a test which would enable staff to select pupils for a course of a specific kind; namely, a course whose major concern is the examination of a candidate's literary awareness. In this, some success has been achieved. But before analysing the inventory's predictive validity, reference must be made to the other data collected during this study.

The Assessment of Potential

Most teachers would claim that they have, through accumulated experience and expertise, an intuitive 'feel' of a pupil's ability

and potential. Many, indeed, shy away from objective measures and prefer their subjective assessment as a kind of professional insight held to be above and beyond reproach. The results in this research confirm the validity of this belief.

Some two and half years before the pupils sat the 'O' level literature examination, the English Department staff were asked to assess the pupils on a scale A, B, C, D and E in terms of their 'O' level literature potential. The award of an 'A' indicated 'A' grade potential; the 'B' category suggested a grade 'B' or 'C'; a 'C' indicated a marginal, pass/fail candidate (probably an 'O' level grade 'D'); a 'D' equated to an 'E' grade; and 'E' predicted a dismal failure at 'U'. The correlation between this intuitive staff assessment and actual pupil performance is a remarkable +0.90. (Pearson Product Moment and is significant at .01 level). The table below provides a visual representation of this correlation.

Assessment of Potential	Grades obtained in 1983 'O' level English Literature						Number of Passes
	A	B	C	D	E	U	
A	1	1	2				4
A/B							
B	3	7	6	1			16
B/C							
C	1	6	7	2	1		14
C/D							
D		1		2		1	1
D/E							
E							
U							
Total No. at grade	5	15	15	5	1	1	35

Table 5 Matrix showing correlation between Assessment of Potential and 'O' level grades (1983)

Note 1 Number of pupils in matrix reduced by necessity to have data on both Assessment of Potential and 'O' level examination.

Note 2 35 pupils obtained grades A, B or C
ie. 7 pupils obtained grades D, E or U
a pass rate of $\frac{35}{42} = 83.3\%$

Perhaps the adjective 'subjective' is loosely applied and not as pejorative as educational research has made it seem. The English Department staff undoubtedly sifted, in their own minds, a mass of data on each pupil, but it cannot be claimed that each member of staff was employing the same criteria. In that way, this measure is subjective and individualistic, relying heavily on each teacher's personal evaluation of pupil potential. Nor could it be claimed that here lies conclusive evidence of the teacher's predictive infallibility. Nevertheless, it places a salutary emphasis and persuasive reminder on record that teachers can, and often do, predict pupil performance accurately without recourse to a time-consuming exercise in objective assessment.

Internal School Examinations

Far less successful as a predictor was the internal school examination which the pupils sat in the March of their third year at the school (ie. some two and a half years before sitting their 'O' level examinations).

The correlation between examination performance and 'O' level literature attainment is +0.35 (Pearson Product Moment and significant at .05 level) but is derived only by making some tenuous assumptions which in themselves draw attention to the inherent weaknesses of non-standardized tests used in schools. Various criticisms of the design and marking of this English examination could be made, but the most telling condemnation is that the purpose of this school examination was so

ill-defined. The Department of English produced the examination paper, compelled by the general examining process of the school which required the pupils to be examined in March, mid-way through the third year, and simply devised a test which required pupils to produce an imaginative piece of continuous prose writing and answer questions on a passage in traditional comprehension style. It did not attempt to assess the skills concerned with the appreciation of literature. Yet it was used as a major source of reference in the allocation of pupils to sets in the 4th year. It was an example of the dubious, but common practice in schools of using a general test and applying its results to a specific purpose for which it was not designed.

The correlation of +0.35 (Pearson Product Moment) may also be exaggeratedly positive because of an assumption made in the correlation calculation. It was assumed arbitrarily that a score of 51-60% predicted a 'C' grade pass; that 61-70% indicated a 'B' grade pass and that 71%+ suggested 'A' grade potential.

These boundaries were certainly not made available in advance to the examiners who marked the third year scripts. The table below demonstrates quite vividly the range of marks in this internal school examination obtained by students achieving grades 'A' to 'U' at 'O' level English Literature.

EXAM RESULTS	O LEVEL GRADES AT ENG. LIT.					
%	A	B	C	D	E	U
RANGE	16	34	34	19	-	-
RANGE From-To	65-81	55-89	46-80	52-71	-	-

Table 6 Mark ranges in school English examination (3rd Yr) related to 'O' level grades

Reading Tests

The results of reading tests were held as important within the school. The headmaster had indicated at various meetings that he was still disappointed with the number of pupils actually gaining 'O' level passes across the curriculum. In 1980, in particular, he focused on the English Department results. He referred to reading test results, taken two years earlier, taking the view that pupils who had obtained 105+ on a Gapadol test should really be 'O' level certainties.

This research programme applied reading tests to the target population at two points: firstly, at the end of the third year and then again in the fifth year. There emerged some most interesting comparisons between these two results as well as contrasts between Sets 1 and 2. The reading test used was the Edinburgh Reading Test, Stage 4.

The table below illustrates these contrasts and comparisons.

Table 7 Reading Test (Edinburgh Stage 4) data (sets 1 and 2)

	Set 1	Set 2
Reading Test 1 (3rd Year) Average (mean)	118.76	108.18
Reading Test 2 (5th Year) Average (mean)	123.67	108.75
% of pupils increasing quotient in Test 2	57	55
% of pupils decreasing quotient in Test 2	33	20
% of pupils achieving same quotient in Test 1 and Test 2	10	25
Correlation between Reading Test 1 and Test 2	+0.27	+0.8

It can, of course, be argued that the averaging of quotients as calculated in the above table is statistically suspect, but the

procedure has been adopted elsewhere in research papers so the practice was followed here to illustrate the general dynamics of each set. The low correlation between Reading Test 1 and Reading Test 2 for Set 1 is worthy of comment. It suggests a more volatile group in which individuals' reading skills were developing at disparate rates. It may well also reflect the tendency to less reliable results as a test is applied in which several pupils are scoring highly, that is a test like the Edinburgh Reading Test Stage 4 which is designed for the age range 12 to 16, but towards the end of this range is not discriminating amongst the high performers in the 130+ category.

It may be concluded from these figures that Set 1 as a group developed their reading skills as the average group score moved nearly five points on the scale; whereas in Set 2 reading skills were maintained at the same level relative to members of their age group. Certainly these figures underline a reading ability difference. Set 1, by the end of the course, averaged out at 123.67, but Set 2 averaged out only eight points above the standardized mean (ie. 108.75).

As a predictor of 'O' level literature examination performance, however, the reading tests proved less reliable than the Assessment of Potential or the Reading Attitude Inventory. The table below illustrates the correlation.

READING TEST 2	O LEVEL ENGLISH LIT. GRADES					
	A	B	C	D	E	U
70-84	-	-	-	-	-	-
85-99		2	3			
100-115		4	6	6	1	1
116-130+	5	11	5			
Range in Reading Test 2 for each grade	119-130	100-130	97-126	104-115	no range 102	no range 104

Table 8 Matrix of Reading Test (Edinburgh Stage 4) and 'O' level grades.

The correlation coefficient is +0.37, (calculated by Pearson Product Moment and significant at the .05 level).

Reading Attitude Inventory

The Reading Attitude Inventory was given on three occasions to Set 1 and on two occasions to Set 2. Set 1 was given the inventory in the 3rd, 4th and 5th Year, whereas Set 2 were asked to complete it in the 3rd and 5th Year only. The table below demonstrates whole group averages.

Averages	Set 1	Set 2
TRAJ Test 1	82	78.8
TRAJ Test 2	75.5	-
TRAJ Test 3	84.2	72.8

Overall TRAJ standard deviation - 14.5

Table 9 TRAJ averages (sets 1 and 2)

Several observations on this data are appropriate. Firstly, Set 1 throughout the two year course maintained an average score of 80.6 on the scale, indicating a group with a positive, indeed bordering on a very positive attitude to books and the world of reading. Secondly, Set 2 maintained an average of 75.8, indicating a positive whole group attitude, but an attitude in the mid-range of the classification. It is worthy of note too, that Set 1's average increased from 82 to 84.2 during the course, whereas Set 2's decreased from 78.8 to 72.8. These figures raise again the question of teacher style: did the teacher's methods, choice of texts etc., undermine the group's attitude? The depressed average in Set 1 for TRAJ Test 2 may indicate a natural reflection of pupil uncertainty or self-doubt. By the time of responding to TRAJ Test 2 in May 1982 the group had completed nearly a year of the course

and the examination proper was only a year away. It is likely that the rigours of close textual study at this point had influenced scores, masking the deep-seated and more general concept of attitude to reading and the world of books.

How useful is the Tulketh Reading Attitude Inventory as a predictor? The following tables and diagrams illustrate the relationship between 'O' level English Literature examination performance and Reading Attitude Inventory scores (TRAI Test 3 only).

Score on TRAI Test 3	O LEVEL GRADES OBTAINED					
	A	B	C	D	E	U
VP 83+	3	8	9	1		
P 68-82	2	3	5	3	1	
N 53-67		4	1	2		
VN 38-52		1	1			1
Totals	5	16	16	6	1	1

Table 10 Relationship between 'O' level grades and Reading and Attitude Inventory (TRAI 3) scores.

Table 11

TRAI Test 3	A	B	C	D	E	U
POSITIVE 68+	5	11	14	4	1	0
NEGATIVE 67 ↑ 38	0	5	2	2	0	1

O LEVEL GRADES

TRAI	A	B	C	D	E	U
HIGH 74-100	5	11	12	3	1	0
MEDIUM 48-73	0	5	2	3	0	0
LOW 20-47	0	1	0	0	0	1

Table 12 Relationship between 'O' level literature grades and TRAI (test 3)

GRADE	Range of TRAI 3 scores	
A	77-87	Pass: range 48-94
B	43-92	
C	48-94	
D	61-90	Fail: range 46-90
E	no range (75)	
U	no range (46)	

Table 13 Ranges: O Level Literature grades/Reading Attitude Inventory scores (Test 3)

Attitude Class	Pass/No.	%
VP	20/21	95.24
P	10/14	71.43
N	5/7	71.43
VN	2/3	66.7

* These figures calculated on basis that Grades A, B, C = pass at 'O' level

Table 14 Percentage pass rates by Inventory categories (Test 3)

The Product Moment correlation coefficient between TRAI score and classification of 'O' level literature pass was found to be +0.61, (Significant at .01 level).

Before moving to a discussion of these results in the last chapter it is instructive to tabulate the major findings.

Measure	Correlation Coefficient (all Pearson Product Moment)
Assessment of Potential	+0.90
Edinburgh Reading Test	+0.37
Internal School Examinations	+0.35
Reading Attitude Inventory	+0.61

Table 15 Correlation matrix of four measures with classification of pass at 'O' level English Literature.

The final chapter will offer some interpretations of these results and the implications for English teaching and for the secondary school in general. Although this study is school specific it has raised issues and information of a more general nature, worthy of wider dissemination.

Chapter 5

The Interviews

It is considered appropriate to devote a chapter to the data obtained through the structured interviews, which were conducted as a validation of the Tulketh Reading Attitude Inventory. It will be recalled that two independent raters listened to the ten taped interviews and assessed the pupils' attitudes to books and reading on a five point scale. (For further detail see Chapter 3 pages 20-21).

All ten pupils in the random sample were asked the same questions (see appendix 5) to elicit their views on the Cambridge Plain Texts Syllabus, their attitudes to books and reading and their overall evaluation of the two year course.

The practising teacher could not realistically deploy the one to one interview technique as part of pupil assessment and curriculum evaluation, but the researcher can gather useful data through this technique. The practising teacher would be faced with an untenable and unworkable task. At Tulketh, for example, the year group was composed of approximately 160 pupils. Each structured interview lasted approximately twenty minutes. In addition, of course, there is the time required to evaluate the interviews which probably averages out at forty minutes per interview. It is doubtful, therefore, if extensive interviewing could be deployed across a full year group. The only viable possibility would be if the school allotted time from within the normal timetable. It might then facilitate more comprehensive, but necessarily selective interviewing. The interview data is interesting to teachers of English and for this reason a mildly tangential discussion is presented in this chapter to provide further background to the study of the target group. They may well recognize features and points of concern which

confront them in their daily working lives.

The interviews were conducted in the last two weeks of the Easter Term prior to the pupils' "standing down" for 'O' level revision and preparation. The transcriptions can be read in appendix 6. Of course, much is lost in the transcribing of the spoken into the written work, especially intonation and stress, but the transcriptions do, in essence, capture the genuine responses of the interviewees.

The pupils were informed that a contract of confidentiality existed between them and the researcher and that they had the right of veto and could prevent any interview or part-interview being published. It was also made clear that their English teachers would not be allowed access to the tapes or the transcriptions. These ground rules were established to free the pupils to make any comments or criticisms they wanted.

It is not the intention of this chapter to draw conclusions based upon the interview responses, but rather to highlight certain dimensions of the pupils' overall evaluation which illuminate a major concern of the thesis; namely, the selection of pupils to pursue a particular 'O' level literature syllabus. Implicit, however, is the idea that this illumination will be useful to all teachers of 'O' level English Literature.

A disturbing, but rather predictable finding is the influence of 'O' level studies generally upon pupils' leisure reading. Undoubtedly, the rigours of 'O' level study reduce the activity of reading for pleasure. For example, to the question: "Have you done a lot of reading for pleasure during the last year or so"? a typical response was: "Not a lot. A book about the S.A.S., that's about it", and, "No, I've been revising, not reading". One pupil, in fact, felt guilty at his lack of reading, "Not as much as I

should have done".

All teachers of English will be concerned at this, but it is almost self-evident that examination courses and their associated work-loads constrain reading as a leisure activity. Generally, pupils find less time to devote to reading for pleasure. They feel that time reading should be spent in support of their 'O' level examination courses. It is a concern that the pressure of examinations may, in the long term, contribute to a decline in reading as a leisure activity. Another pupil predicting his future reading habits acknowledged that 'A' level studies would have a similar effect; and another contemplated the effects of full-time employment:

"Just depends how much time I get. If I get a job I might go out at nights 'cos me mum will let me" (with the implication that little leisure time would be given over to reading).

Pupils were, indeed, acutely aware of their attitudes to books and reading. Interviewees expressed thoughtful responses to the question: "Do you feel your attitude towards books and reading has changed over the last two years?" Some observed changes:

"I think it's (attitude to reading) changed a bit because now I would choose a book I didn't before and feel I could understand the writing I understand what they're trying to get at. I think I could read another Shakespeare now because I'm more into it." and "Yeah, 'cos a couple of years ago I would have thought 'Macbeth' was a load of old nonsense ..."

and, "In some respects, I'll read a different sort of book, a different level".

Others were adamant that the two year course had had little effect:

"Er, I've never liked 'em (books), so nothing's really changed.

My mum and dad and family like reading, but Mum says from being young I've never liked books."

and, rather bluntly, "I don't like reading".

Generally, however, most pupils (8 out of 10) felt that their attitude during the two year course had changed and felt more positive towards books and reading. This encouraging response was paralleled by the majority of pupils within the sample who felt that not only had their attitude changed, but that they had experienced the perceptible development of their reading competence. For example, "Well, at the end of the third year I only read children's books. My sister buys them. I've read '1984' five or six times. I feel as if I can read adult books now, but I don't know which to read." Or, "Yes, I do. I feel different 'cos you do as you get older. English Literature hasn't helped that much..... My vocabulary is greatly increased".

One of the salient facts to emerge from the structured interviews was how unaware the pupils were of the nature and demands of an 'O' level English Literature syllabus. It is a perennial problem in secondary schools to inform third year pupils of the curriculum ahead of them in years 4 and 5. It is a vital matter of communication as career prospects and developments will certainly be determined by subject choices made at 13+. Many schools plan parents' evenings and interviews as part of the consultation process. Many also publish a detailed options booklet. Individual departments conduct induction and introductory sessions to enable pupils to base their decisions on the maximum amount of information possible. But no school could claim that it has perfected the process. Pupils too often pursue courses they have selected on unreliable subjective data; pupils too often make choices which are inappropriate to their ability or future development. An additional problem for an English

Department is the public's estimation of the value of an 'O' level course in English Literature. It is surely becoming harder to justify such a course. The general public are led to believe in the need for vocationally oriented courses. There is an increasing demand for education for work. The view that a study of Literature is part of the education of the whole person, through which he grows is not as attractive as it used to be.

The English Department at Tulketh High School did issue a guide to 'O' level English Literature written for both pupils and parents explaining the course in detail. In addition, meetings were held at which pupils reviewed the guide and were able to pose questions. Nevertheless the interviews reveal that the pupils had little, if any, sense of what was ahead. They were simply too young and too inexperienced to envisage the future as students of 'O' level English Literature. For example,

a) "I thought it was going to be boring because of the people who had written the books.. I didn't really know how I was going to get through the two lessons per week".

b) "I wasn't a great reader, and I didn't understand language in books".

c) "I didn't know really what to expect".

d) "We had Mrs P in the 3rd year and she told me Mum that Paul would be all right, but she didn't think I was any good at reading".

e) "Well, English Literature came as a surprise. I'd no idea of what it entailed I suppose I am the right kind of person ..."

The fact that pupils were uncertain of whether they were suited to the course has several pedagogical implications. At Tulketh High School 'O' level literature was compulsory for any pupils selected in English sets 1 and 2. The selectors (the English Department and the headmaster) needed,

therefore, to be alert to the disruptive influence of compulsion, yet equally cognizant of the limited experience and understanding of third year pupils. It could be argued that there was, in this situation, a great need for the selection process to be rigorous and for measures to be deployed which could begin to assess pupils' attitudes towards books and reading.

There again, considering the success rate in this particular examination amongst the target group, it could be argued that it was prudent to exclude choice (ie. literature as an option). If this view is held perhaps it indicates that in the whole area of third year pupil option choices, the voices of pupil and parent carry less weight than that of teachers. This challenges concepts of freedom, equality of opportunity and the relationship between home and school. A further perspective to the issue is encapsulated in the pupils' responses to the question of whether they would, given a free choice, opt to pursue an 'O' level English Literature course. Of the ten pupils interviewed, six said they would definitely do a literature course again and four were adamant that they would not. Remember that these opinions were expressed before the results of the examinations were published. Nine out of ten interviewees were actually successful (see table 16 below).

	Set	O Lit Grade	RI ₃
Pupil A	1	B	63
Pupil B	1	C	78
Pupil C	1	A	87
Pupil D	2	B	43
Pupil E	2	B	62
Pupil F	1	A	77
Pupil G	2	C	48
Pupil H	2	B	66
Pupil I	1	B	87
Pupil J*	2	D	73

Table 16 Interviewees' 'O' level Grades and TRAI 3 scores

* Nb. Pupil J, the only candidate not to obtain a pass grade did say that she would take a literature course again and with some honesty she said, " and I'd study a lot harder. I thought it would be easier. My sister got a grade A".

This data might augment the view that the best judge of which pupils should pursue which course is the teacher and/or some objective measure.

This survey of interview data does not lend itself to conclusions, but it surely points to the complex inter-relationship between pupil, school, home, curriculum, performance and evaluation. The lasting impression is of a pupil as a unique human being in need of first class guidance to fully appreciate the demands placed upon him. A school and its teachers must recognize the major responsibility they have for a pupil's subject choices and in particular be fully aware of the individuality of each of their charges.

Chapter 6

Summary and Conclusions

The relationship between school and society and more specifically the link between school and work is under closer and closer scrutiny. Schools face an increasing challenge to justify their curricula in terms of preparation for the world of work. One could argue that MSC initiatives in the form of TVEI and, to some extent YTS, are manifest examples of this as both schemes are vocationally orientated and wholly or partly outside the secondary school domain. Purists argue along the lines of schools maximising pupil potential and of teaching learning skills - learning how to learn; pragmatists promulgate the view that schools should be more vocationally biased, more aligned to preparation for employment; cynics (or realists) suggest that a fundamental curriculum priority is to educate for a world of increased leisure. It seems that the government and its agencies are not yet certain of how to respond to the demands of the 1980s and 1990s. The massive funding through MSC into YTS and TVEI is indeed testimony to concerns about the future of young people; the equipping of schools with government-funded computers is but a gesture towards the advance of technology in our society.

It is within this general framework that the teacher of English has to argue for the inclusion of English Literature on the syllabus. This statement itself would be viewed as heretical by teachers of English. English Literature has had a divine right since the 1920s as a subject in the secondary school. But it is true to say that even now English has 'an uneasy status'.

" although English has achieved recognition as a school subject in this century, it has still not found its true role or its proper content area." (E263 Block 3 O.U. Page 93)

Behind its continued inclusion lies society's re-enforcement of its value as an intellectually acceptable medium through which an individual appreciates his culture and society and ultimately finds a sense of identity. Equally there lies the widely held belief that any or all English studies are an important part of education as they equip young people to read, write and think,

A further pressure upon the place of English Literature in the curriculum is the shift towards more objective assessment in education. English Literature is virtually always assessed by the writing of essays, whether it be at CSE or degree level. This mode of assessment is open to criticism on the grounds of examiner unreliability. Essays are assessed on loosely defined criteria and assessment is therefore largely value judgment unlike, say, a multiple choice comprehension which can claim to be closer to an objective measure.

Finally, another dimension of life in the 1980s and 1990s must surely imperil the survival of English Literature on the syllabus - the television. As the technological revolution expands, the television is bound to be an even more telling influence upon lifestyles. The development of cable T.V. will ensure an infinite variety of programmes which might well endanger the reading habit. It is well-documented that in our more literate society and since the paperback revolution, reading as a leisure activity increased. What may be less predictable is if today's younger generation will be the product of a technological bonanza in which they learn to press a button, rather than turn a page, to find imaginative and intellectual stimulation.

The Cambridge Plain Texts 'O' level English Literature syllabus is not a response to any of these pressures. It is rather less grand in emphasis; it began as a one-school experiment which

mushroomed as a means by which to teach literature more freely and to encourage individual growth through contact with literature of quality. In the future it is highly likely that the literature syllabus in the secondary school at 'O' level will change. Perhaps one response will be to adopt a more contemporaneous content. Another may well lie in the area of creative writing by the pupil.

Set against this backdrop the research project conducted at Tulketh High School between March 1980 and July 1983 has relevance and interest for all teachers of English in that it points to methods of selecting pupils to pursue a literature course and has developed an additional instrument which could be deployed by the practising teacher.

The Tulketh Reading Attitude Inventory was developed to identify pupils who had a positive attitude to books and reading. The underlying assumption was that a pupil with a positive attitude might perform successfully on an 'O' level literature course. The case-study approach of this project does not permit such a firm and unequivocal conclusion to be drawn. However, as already noted, the correlation coefficient (Pearson Product Moment) between 'O' level grades and the TRAI was +0.61. (Significant at .01 level). The validation of the inventory was thorough and the reliability coefficient (test-re test) was +0.89 (Pearson Product Moment and significant at .01 level).

The recommendation emerges that the TRAI could be used by the practising English teacher in several ways. Firstly, it can be used to screen pupils for different attitudes towards books and reading. This initial screening can preface further data gathering using other tests. For example, teachers would want to identify reading ability and consult with colleagues to compare intuitive evaluations of pupils' abilities. It should be noted that the assessment of potential which the English Department at Tulketh High School undertook proved a highly accurate predictor (correlation coefficient of +0.90 Pearson

Product Moment and significant at .01 level).

This high correlation should not lead to the assumption that the teachers is necessarily the most reliable predictor of pupil performance. At Tulketh High School six teaching staff were involved in the Assessment of Potential exercise undertaken in the pupils' third year. Although two of these staff were later responsible for the teaching of the Plain Texts course in the subsequent two years, it is likely that the way teachers in the department treated the pupils would contribute to correlation.

Secondly, the inventory can be used as part of the evaluation of a literature course. To administer the inventory mid-way through a course would reveal the state of both group and individual attitudes. Were there to be a shift towards the less positive, then remedial action would be necessitated. Were there to be an opposite shift it could stimulate further examination into the aspects of the curriculum or teaching style which had contributed to this encouraging change.

Thirdly, the inventory could be deployed in the lower age ranges of the secondary school. The TRAI has been administered at second year level to establish the attitudes within lower school English sets. A modified version of TRAI is envisaged which could be used at a crucial point in a child's education - the transition from primary into secondary school. Most secondary schools use a range of tests in addition to primary school assessments as part of their profiling of pupils' aptitudes and abilities. The TRAI would provide essential additional data. A school could adopt whole-school policies to include enhancing attitudes to books and reading (that is assuming a school in the future holds books and reading as of value). Pedagogical strategies to fulfil the policy could be reliably evaluated by further administration of the TRAI. A caution should be stated here. There is still much research to be done into the relationship between attitude and performance. It would be foolhardy to assume that an enhanced attitude would be a prerequisite to improved performance. It is, however, generally held that a child of poor reading will read a text at 'frustration level' if it satisfies his need for

knowledge on a subject which interests him greatly. This point was highlighted at a lecture given by Jean Hudson of Edge Hill College of Higher Education in 1982 to teachers of English at W.R. Tuson College. (see also Harrison (1980)). A reasonable assumption, by rough analogy, might be that an improved attitude to books and reading could be instrumental in developing a more successful learning ambience.

Chapter 5 illuminated many aspects of pupil expectation with regard to the study of English Literature at 'O' level. It emphasized the wide differences of attitude and perception held by pupils. Above all else it pointed to the uniqueness of the individual. In the complex whirl of the secondary school too often the pupil is the unwitting victim of the numbers game. The balancing of pupils, courses, staff and resources reaches its climax at the end of the third year when the upper school option programme is applied. This research has made clear the educational imperative to consider each pupil individually and to profile in detail abilities and attitudes. Individual needs must be recognized and satisfied where possible.

By looking closely at one or two pupils the need for individual attention and care can be illustrated.

Pupil X (Boy)

Assessment of Potential	C
3rd Yr. Summer Exam %	65
3rd Yr. Summer Exam position in Yr.	38=
3rd Yr. Edinburgh Quotient Reading Test (Stage 4)	112
3rd Yr. Edinburgh Reading Test Position (in 3rd Yr.)	32=
Reading Age (in 3rd Yr.)	15.9
TRAI ₁	75
TRAI ₃	62
O Level Lit. Grade (1983)	B
Edinburgh Reading Test (Stage 4) Quotient (in 5th Yr.)	124

This boy is well above average ability as the statistics show, yet throughout the two year course he battled to be withdrawn from it. His principal objections were twofold: a) he found the teaching pedestrian and with an undue emphasis on the time allocated to literature as opposed to the language course; and b) he fervently argued that literature was irrelevant to his career ambitions and that the school should have enabled him to devote time to Computer Studies. The might of the school's bureaucracy weighed against him and he was urged to complete the literature course.

Pupil Y (girl)

Assessment of Potential	D
3rd Yr. Summer Exam %	60
3rd Yr. Summer Exam position in Yr.	44=
3rd Yr. Edinburgh Quotient Reading Test (Stage 4)	102
3rd Yr. Edinburgh Reading Test Position (in 3rd Yr.)	53=
Reading Age (in 3rd Yr.)	149
TRAI ₁	46
TRAI ₃	43
O Level Lit. Grade (1983)	B
Edinburgh Reading Test (Stage 4) Quotient (in 5th Yr.)	104

Another pupil whose attitude to books and reading was measured at 46 and 43 (ie. very negative) on the TRAI in the 3rd and 5th year respectively, was persuaded into pursuing the course by a teacher who knew her intimately and counselled her at length. She achieved a grade B in the examination and in interview revealed a disarming honesty: "I don't like reading". Quite clearly there was an inherent paradox in her interview responses (see pages 77 - 78). She did not know how she felt about books and reading, nor could she accurately assess her own ability. Here again a full picture of

this pupil imposed a moral dilemma. To permit pupil choice would mean she did not do the course; to persuade and counsel her meant success. It would seem to the researcher that this dilemma will always confront the teacher no matter how 'open' the option schemes are. The appropriate course of action can be followed if the pupil is counselled by a knowledgeable and professional teacher who can marry both his intuition and the profile of test results.

The lesson encapsulated in these two cases is that the collection and collation of data is an important stage in the pupil selection procedure, but equally important in some cases is the teacher acting as counsellor. On objective grounds the second pupil who had a very negative attitude to books and reading should have been excluded from the 'O' level English Literature syllabus, but a professional intervention by a teacher outweighed the evidence of the test data and she pursued the course to some success. This does not undermine the value of the objective data, nor its interpretation; rather, it makes plain the role of the teacher as a valued counsellor and reliable assessor. In the first case, Pupil X had ability, but argued on other grounds for exclusion from the course. Again teacher intervention guided him to success at 'O' level literature. The persuasive demands upon the teacher were of a different order but again the moral and educational criticisms lodged against the compulsion exerted are in part answered by the realization that his teacher(s) acted as counsellor and assessor with his best interests at heart.

This research project operated under certain strictures, but the one which needs underlining is that the research was an intrinsic part of a curriculum development project and that throughout the research no strategy was adopted which might in any way interrupt the

pupils' progress or affect their leaning. It was a project generated by a perceived need within the school and especially within the English Department. In fact, some results of tests, for example, the Edinburgh Reading Test Quotients obtained in the fifth Year, were used as motivators in that the researcher visited Set 1 to explain how the group had overall increased its reading skills. It could be argued that the pupils' awareness that they were the subject of some kind of 'experiment' in that data was collected from them on a regular basis, might have acted as a motivator. Some pupils did indicate, en passant, that they felt 'special'.

Certainly the researcher is aware that factors not accounted for may have influenced pupil performance over the two years. For example, the project did not attempt to identify the effects of the home environment, nor the effects of teaching styles.

At this point the TRAI is very much in the pilot stage. Future initiatives lie in several areas. It is important that the TRAI is applied to a much larger sample and its relationship with pupil performance at 'O' level examined in detail. It would be informative to explore the TRAI's relationship with 'O' level English Literature courses offered by different examination boards and also within 'O' level English language syllabi. The TRAI's relationship with pupil performance in language-based subjects (History and Geography) might also be explored. Further scope lies in the comparison of the TRAI's predictive validity with teachers' assessments. Interesting data should emerge in asking teachers to make predictions of 'O' level performance at various times in a pupil's school life. For example, teachers could be asked to predict before an 'O' level course commences and twice during the course. These predictions could then be correlated with TRAI results.

This thesis, then, provides the grounds for further research and points the way towards evaluating the usefulness and application of the TRAI on a wider front. Given these developments the TRAI may well emerge as a useful measure in the exploration of pupils' reading attitudes.

Appendix 1
TULKETH READING INVENTORY

Name _____

School _____

Age _____ years _____ mths

In this Questionnaire you are asked to give your views on reading.
Below are a number of statements on this subject, and you are asked
to indicate how much you agree or disagree with each of them by
writing the appropriate number to the right of each of the statements.

Use the following scale:

1. = I strongly agree with the statement
2. = I agree with the statement
3. = I am uncertain
4. = I disagree with the statement
5. = I strongly disagree with the statement

1. Reading helps me to relax
2. Reading is better than looking at pictures
3. Reading is a way of escaping from this world
4. Reading is a pleasure
5. Once I start reading a book I can't leave it
alone until it's finished
6. I like to read when I have time to spare
7. I think reading books is tiring
8. The good thing about reading is the wide range
of things to read
9. I only read when I have to
10. I don't like reading because you have to sit
still and be quiet

11. I would rather do the washing up than read
12. Reading is great when you get a good book
13. Reading a book takes too long
14. I think reading is boring
15. Reading is better for me than watching
television
16. I do as little reading as possible
17. Reading allows me to use my imagination
18. I hate reading
19. I could sit and read all day with a good book
20. I don't feel I gain anything from reading

Notes (i) Negative statements 7,9,10,11,13,14,16,18,20 (Group A)
Positive statements 1,2,3,4,5,6,8,12,15,17,19 (Group B)

(ii) Scoring of the attitude inventory:
Group A statement responses are scored on the following scale:-

Response 1	2	3	4	5
Score 5	4	3	2	1

Group B statement responses are scored on the following scale:-

Response 1	2	3	4	5
Score 1	2	3	4	5

Appendix 2

Item No. in
brackets

Computer Analysis of 38-item Pilot Attitude Inventory

(1) ITEM 1 Reading helps me relax

ITEM TOTAL	97
STANDARD DEVIATION OF ITEM	1.02
MEAN OF ITEM	3.23
GRAND TOTAL MINUS THIS ITEM	3770
CORRELATION COEFFICIENT	.6

ITEM 2 Reading makes me sleepy

ITEM TOTAL	80
STANDARD DEVIATION OF ITEM	1.37
MEAN OF ITEM	2.67
GRAND TOTAL MINUS THIS ITEM	3787
CORRELATION COEFFICIENT	-0.9

ITEM 3 Reading makes me more intelligent

ITEM TOTAL	114
STANDARD DEVIATION OF ITEM	1.05
MEAN OF ITEM	3.8
GRAND TOTAL MINUS THIS ITEM	3753
CORRELATION COEFFICIENT	.29

ITEM 4 Reading is for snobs

ITEM TOTAL	131
STANDARD DEVIATION OF ITEM	1.14
MEAN OF ITEM	4.37
GRAND TOTAL MINUS THIS ITEM	3736
CORRELATION COEFFICIENT	.41

ITEM 5 Reading is an enjoyable experience

ITEM TOTAL	113
STANDARD DEVIATION OF ITEM	.92
MEAN OF ITEM	3.77
GRAND TOTAL MINUS THIS ITEM	3754
CORRELATION COEFFICIENT	.36

ITEM 6 Reading helps me to learn new words

ITEM TOTAL	124
STANDARD DEVIATION OF ITEM	.88
MEAN OF ITEM	4.13
GRAND TOTAL MINUS THIS ITEM	3743
CORRELATION COEFFICIENT	.14

ITEM 7 Reading is my favourite hobby

ITEM TOTAL	66
STANDARD DEVIATION OF ITEM	1.08
MEAN OF ITEM	2.2
GRAND TOTAL MINUS THIS ITEM	3801
CORRELATION COEFFICIENT	.22

(4) ITEM 8 Reading is a pleasure

ITEM TOTAL	114
STANDARD DEVIATION OF ITEM	1.11
MEAN OF ITEM	3.8
GRAND TOTAL MINUS THIS ITEM	3753
CORRELATION COEFFICIENT	.56

(3) ITEM 9 Reading is a way of escaping from this world

ITEM TOTAL	82
STANDARD DEVIATION OF ITEM	1.15
MEAN OF ITEM	2.73
GRAND TOTAL MINUS THIS ITEM	3785
CORRELATION COEFFICIENT	.52

ITEM 10 Reading gives me knowledge

ITEM TOTAL	125
STANDARD DEVIATION OF ITEM	1.04
MEAN OF ITEM	4.17
GRAND TOTAL MINUS THIS ITEM	3742
CORRELATION COEFFICIENT	.26

(2) ITEM 11 Reading is better than looking at pictures

ITEM TOTAL	118
STANDARD DEVIATION OF ITEM	.89
MEAN OF ITEM	3.93
GRAND TOTAL MINUS THIS ITEM	3749
CORRELATION COEFFICIENT	.44

ITEM 12 Reading is for those with nothing better to do

ITEM TOTAL	115
STANDARD DEVIATION OF ITEM	1.13
MEAN OF ITEM	3.83
GRAND TOTAL MINUS THIS ITEM	3752
CORRELATION COEFFICIENT	.36

(5) ITEM 13 Once I start reading a book I can't leave it alone until its finished

ITEM TOTAL	90
STANDARD DEVIATION OF ITEM	1.34
MEAN OF ITEM	0.3
GRAND TOTAL MINUS THIS ITEM	3777
CORRELATION COEFFICIENT	.47

(6) ITEM 14 I like to read when I have time to spare

ITEM TOTAL	103
STANDARD DEVIATION OF ITEM	1.26
MEAN OF ITEM	3.43
GRAND TOTAL MINUS THIS ITEM	3764
CORRELATION COEFFICIENT	.53

(7) ITEM 15 I think reading books is tiring

ITEM TOTAL	100
STANDARD DEVIATION OF ITEM	1.53
MEAN OF ITEM	3.33
GRAND TOTAL MINUS THIS ITEM	3767
CORRELATION COEFFICIENT	.69

ITEM 16 I would rather read a book than watch a film based on the book

ITEM TOTAL	66
STANDARD DEVIATION OF ITEM	1.3
MEAN OF ITEM	2.2
GRAND TOTAL MINUS THIS ITEM	3801
CORRELATION COEFFICIENT	.25

ITEM 17 I only finish reading a book if it is interesting

ITEM TOTAL	63
STANDARD DEVIATION OF ITEM	1.01
MEAN OF ITEM	2.1
GRAND TOTAL MINUS THIS ITEM	3804
CORRELATION COEFFICIENT	.17

(8) ITEM 18 The good thing about reading is the wide range of things to read

ITEM TOTAL	116
STANDARD DEVIATION OF ITEM	1.09
MEAN OF ITEM	3.87
GRAND TOTAL MINUS THIS ITEM	3751
CORRELATION COEFFICIENT	.54

(9) ITEM 19 I only read when I have to

ITEM TOTAL	117
STANDARD DEVIATION OF ITEM	1.49
MEAN OF ITEM	3.9
GRAND TOTAL MINUS THIS ITEM	3750
CORRELATION COEFFICIENT	.67

(10) ITEM 20 I don't like reading because you have to sit still and be quiet

ITEM TOTAL	121
STANDARD DEVIATION OF ITEM	1.17
MEAN OF ITEM	4.03
GRAND TOTAL MINUS THIS ITEM	3746
CORRELATION COEFFICIENT	.44

(11) ITEM 21 I would rather do the washing up than read

ITEM TOTAL	129
STANDARD DEVIATION OF ITEM	1.29
MEAN OF ITEM	4.3
GRAND TOTAL MINUS THIS ITEM	3738
CORRELATION COEFFICIENT	.52

(12) ITEM 22 Reading is great when you get a good book

ITEM TOTAL	125
STANDARD DEVIATION OF ITEM	1.21
MEAN OF ITEM	4.17
GRAND TOTAL MINUS THIS ITEM	3742
CORRELATION COEFFICIENT	.53

(13) ITEM 23 Reading a book takes too long

ITEM TOTAL	111
STANDARD DEVIATION OF ITEM	1.13
MEAN OF ITEM	3.7
GRAND TOTAL MINUS THIS ITEM	3756
CORRELATION COEFFICIENT	.66

(14) ITEM 24 I think reading is boring

ITEM TOTAL	114
STANDARD DEVIATION OF ITEM	1.33
MEAN OF ITEM	3.8
CORRELATION COEFFICIENT	.54

(15) ITEM 25 Reading is better for me than watching television

ITEM TOTAL	64
STANDARD DEVIATION OF ITEM	1.43
MEAN OF ITEM	2.13
GRAND TOTAL MINUS THIS ITEM	3803
CORRELATION COEFFICIENT	.6

ITEM 26 The older you get the more important it is to read as much as you can

ITEM TOTAL	88
STANDARD DEVIATION OF ITEM	1.09
MEAN OF ITEM	2.93
GRAND TOTAL MINUS THIS ITEM	3779
CORRELATION COEFFICIENT	-.02

(16) ITEM 27 I do as little reading as possible

ITEM TOTAL	106
STANDARD DEVIATION OF ITEM	1.31
MEAN OF ITEM	3.53
GRAND TOTAL MINUS THIS ITEM	3761
CORRELATION COEFFICIENT	.64

ITEM 28 Talking is better than reading

ITEM TOTAL	84
STANDARD DEVIATION OF ITEM	1.25
MEAN OF ITEM	2.8
GRAND TOTAL MINUS THIS ITEM	3783
CORRELATION COEFFICIENT	.37

(17) ITEM 29 Reading allows me to use my imagination

ITEM TOTAL	109
STANDARD DEVIATION OF ITEM	1.22
MEAN OF ITEM	3.63
GRAND TOTAL MINUS THIS ITEM	3758
CORRELATION COEFFICIENT	.6

ITEM 30 I enjoy all kinds of reading

ITEM TOTAL	77
STANDARD DEVIATION OF ITEM	1.15
MEAN OF ITEM	2.57
GRAND TOTAL MINUS THIS ITEM	3790
CORRELATION COEFFICIENT	.26

(18) ITEM 31 I hate reading

ITEM TOTAL	107
STANDARD DEVIATION OF ITEM	1.58
MEAN OF ITEM	3.57
GRAND TOTAL MINUS THIS ITEM	3760
CORRELATION COEFFICIENT	.59

(19) ITEM 32 I could sit and read all day with a good book

ITEM TOTAL	91
STANDARD DEVIATION OF ITEM	1.28
MEAN OF ITEM	3.03
GRAND TOTAL MINUS THIS ITEM	3776
CORRELATION COEFFICIENT	.52

ITEM 33 I don't read enough

ITEM TOTAL	91
STANDARD DEVIATION OF ITEM	1.17
MEAN OF ITEM	3.03
GRAND TOTAL MINUS THIS ITEM	3776
CORRELATION COEFFICIENT	.19

ITEM 34 I am a book worm

ITEM TOTAL	51
STANDARD DEVIATION OF ITEM	.78
MEAN OF ITEM	1.7
GRAND TOTAL MINUS THIS ITEM	3816
CORRELATION COEFFICIENT	.4

ITEM 35 I read as often as possible and as much as possible

ITEM TOTAL	115
STANDARD DEVIATION OF ITEM	1
MEAN OF ITEM	3.83
GRAND TOTAL MINUS THIS ITEM	3752
CORRELATION COEFFICIENT	-.41

(20) ITEM 36 I don't feel I gain anything from reading

ITEM TOTAL	108
STANDARD DEVIATION OF ITEM	1.08
MEAN OF ITEM	3.6
GRAND TOTAL MINUS THIS ITEM	3759
CORRELATION COEFFICIENT	.54

ITEM 37 I want to enjoy reading

ITEM TOTAL	107
STANDARD DEVIATION OF ITEM	1.33
MEAN OF ITEM	3.57
GRAND TOTAL MINUS THIS ITEM	3760
CORRELATION COEFFICIENT	.12

ITEM 38 I read because I have to

ITEM TOTAL	135
STANDARD DEVIATION OF ITEM	.81
MEAN OF ITEM	4.5
GRAND TOTAL MINUS THIS ITEM	3732
CORRELATION COEFFICIENT	.35

A note on the item analysis

The 38 item pilot inventory was completed by 100 pupils in an 11 to 16 co-educational comprehensive school in Leyland, Lancashire.

The results were then analysed using a item analysis programme available from Preston Polytechnic's Computer Centre.

As a general rule items with a correlation coefficient of 0.5+ were selected for inclusion in the final inventory. The table below indicates this principle.

Item No. TRAI	Statement No. TRAI	Correlation Coefficient
1	1	0.60
8	4	0.56
9	3	0.52
11	2	0.44
13	5	0.47
14	6	0.53
15	7	0.69
18	8	0.54
19	9	0.67
20	10	0.44
21	11	0.52
22	12	0.53
23	13	0.66
24	14	0.54
25	15	0.60
27	16	0.64
29	17	0.60
31	18	0.59
32	19	0.52
36	20	0.54

APPENDIX 3
PROFILE OF TARGET GROUP IN ALL VARIABLES
SET 1

Pupil A	B	73	14=	127	5	16+	91	76	87	A	128
Pupil B	B	76	7=	-	-	-	89	86	88	C	118
Pupil C	B	82	2	-	-	-	87	78	-	B	-
Pupil D	A	68	28=	130+	1=	16+	88	89	92	C	130+
Pupil E	B	71	17=	116	17=	16+	78	80	84	A	130
Pupil F	B	65	38=	121	10	16+	81	72	80	A	119
Pupil G	B	73	14=	117	15=	16+	84	81	86	B	127
Pupil H	A	76	7=	108	38=	15.5	74	72	82	B	124
Pupil I	B	75	11=	-	-	-	-	79	88	B	130+
Pupil J	B	70	21=	114	22=	16	83	63	-	B	-
Pupil K	A	79	6	113	26=	15.11	91	79	84	A	130+
Pupil L	B	70	21=	113	26=	15.11	76	72	87	B	112
Pupil M	B	-	-	130+	1=	16 ⁺	-	77	92	B	128
Pupil N	B	71	17=	113	26=	15.11	80	66	78	C	120
Pupil O	B	74	13	105	41=	15.1	86	64	63	B	130+
Pupil P	C	76	7=	-	-	-	74	-	89	B	119
Pupil Q	C	70	21=	113	26=	15.11	-	80	93	C	113
Pupil R	B	70	21=	-	-	-	-	82	93	C	97
Pupil S	C	76	7=	116	17=	16+	-	71	85	B	130
Pupil T	C	80	4=	119	12=	16+	86	84	90	C	109
Pupil U	C	73	14=	116	17=	16+	-	68	82	B	110
Pupil V	C	89	1	124	6=	16+	68	77	82	B	130
Pupil W	C	81	3=	124	6=	16+	86	71	77	A	130+
Pupil X	B/C	70	21=	-	-	-	82	64	77	C	112
Pupil Y	C	71	17=	122	9	16+	81	76	84	C	121
Pupil Z	A	60	44=	130+	1=	16 ⁺	65	72	78	C	126
Pupil A1	C	68	28=	123	8	16+	92	84	-	B	-
<div> <div>Assessment of potential</div> <div> <div>Summer exam (3rd yr) %</div> <div>Summer exam (3rd yr) position</div> <div>i) test score</div> <div>ii) test position</div> <div>iii) reading age</div> <div>Reading attitude score 1</div> <div>Reading attitude score 2</div> <div>Reading attitude score 3</div> <div>O-level literature June 83 grade</div> <div>Edinburgh reading test score (5th yr)</div> </div> </div>											
Edinburgh reading** (3rd)											

APPENDIX 3
PROFILE OF TARGET GROUP IN ALL VARIABLES
SET 2

Pupil AA	B	51	75=	104	43=	14.11	95	NOT GIVEN TO THIS GROUP	94	G	106
Pupil BB	B	67	32=	-	-	-	81		66	B	112
Pupil CC	B	67	32=	116	17=	16+	82		92	B	117
Pupil DD	C	69	26=	113	26=	15.11	79		-	N-E	-
Pupil EE	C	56	58=	-	-	-	91		73	D	108
Pupil FF	C	55	60=	118	14	16+	83		90	B	120
Pupil GG	C	56	58	92	89=	13.8	93		94	C	103
Pupil HH	C	63	42	99	65=	14.5	86		78	D	104
Pupil II	C	67	32=	113	26=	15.11	78		85	N-E	-
Pupil JJ	C	54	65=	104	43=	14.11	85		75	E	102
Pupil KK	C	65	38=	112	32=	15.9	75		62	B	124
Pupil LL	C	59	50=	102	53=	15.1	73		61	C	111
Pupil MM	C	46	89=	130	4	16 ⁺ ₊	85		83	N-E	-
Pupil NN	C	66	36=	-	-	-	74		86	N-E	-
Pupil OO	C	64	40=	109	36=	15.6	86		-	-	-
Pupil PP	D	60	44=	102	53=	14.9	46		43	B	104
Pupil QQ	D	69	26=	103	48=	14.10	62		46	U	104
Pupil RR	B	58	53=	108	38=	15.5	86		79	D	115
Pupil SS	D	71	17=	114	22=	16	77		63	D	114
Pupil TT	D	67	32=	117	15=	16+	74		70	-	-
Pupil UU	D	80	4=	119	12=	16	88		67	N-E	-
Pupil VV	C	46	89=	104	43	14.11	78		86	C	103
Pupil WW	C	61	43	100	60=	14.6	77		48	C	100
Pupil XX	C	61	44=	92	89=	13.8	76		71	B	100
Pupil YY	D	68	28=	120	11	16+	60		68	N-E	-
Pupil ZZ	D	52	71=	99	65=	14.5	69		63	D	108
Pupil AA1	-	-	-	-	-	-	92		90	D	106
Pupil BB1	C	58	53=	116	17=	16+	84		61	B	115
N-E = not entered for exam	Assessment of potential							1	2		
	Summer exam (3rd yr) %									3	
	Summer exam (3rd yr) position										
	i) test score										
	ii) test position										

N-E = not entered
for exam

left school

left school

APPENDIX 4

ANALYSIS ON INDIVIDUAL SCORES PER ITEM ON TULKETH READING ATTITUDE INVENTORY (5th YEAR ADMINISTRATION)

Set 1 NAMES	1 P	2 P	3 P	4 P	5 P	6 P	7 N	8 P	9 N	10 N	11 N	12 P	13 N	14 N	15 P	16 N	17 P	18 N	19 P	20 N	RI ₃ TOTAL
Pupil A	4	5	5	5	5	4	4	5	5	5	5	2	4	4	3	4	5	4	3	5	87
Pupil B	4	2	2	4	2	4	5	5	4	5	4	4	4	4	3	4	5	5	4	5	79
Pupil C	5	2	4	4	2	4	2	5	4	4	5	5	4	5	2	4	4	5	3	5	80
Pupil D	5	2	1	4	4	5	1	2	2	1	4	5	4	2	3	2	1	5	1	5	63
Pupil E	4	5	4	2	5	4	4	2	4	5	5	5	4	2	4	5	5	5	3	4	84
Pupil F	4	2	2	5	2	4	2	2	5	5	5	5	5	5	2	4	5	5	2	5	77
Pupil G	2	5	4	5	5	4	5	4	5	5	5	5	5	5	4	5	4	5	5	5	92
Pupil H	4	5	2	5	5	5	5	4	5	5	5	5	5	5	4	5	2	5	5	5	93
Pupil I	4	5	5	5	4	4	5	4	5	5	5	4	5	5	4	5	5	5	4	5	93
Pupil J	5	4	4	5	5	5	2	5	5	5	5	4	4	5	4	4	4	4	4	4	88
Pupil K	2	1	5	2	3	4	4	5	4	4	5	5	4	2	1	4	5	5	5	5	77
Pupil L	4	4	4	4	5	5	4	5	5	5	5	5	4	5	5	5	5	5	4	4	92
Pupil M	4	4	5	5	5	4	4	5	5	4	5	5	4	4	5	4	5	4	5	5	90
Pupil N	4	5	1	5	3	4	4	4	5	5	5	5	4	4	4	5	4	5	4	4	84
Pupil O	4	4	4	5	4	4	5	4	5	4	5	4	4	4	5	5	4	5	4	5	88
Pupil P	4	4	2	4	4	4	4	5	5	4	5	5	5	5	5	4	4	5	2	5	85
Pupil Q	4	5	4	4	5	4	2	4	4	4	5	5	4	4	4	4	5	5	4	5	86
Pupil R	4	4	4	5	4	4	4	5	5	4	4	5	4	5	2	5	5	5	4	5	87
Pupil S	2	4	4	2	3	3	4	4	4	5	5	5	4	4	3	4	4	4	4	4	78
Pupil T	2	5	2	4	2	4	4	5	5	4	5	5	4	4	3	4	5	5	4	4	82
Pupil U	5	5	4	5	5	5	5	4	5	4	5	5	4	5	3	4	4	4	5	2	89
Pupil V	4	4	2	4	2	2	5	5	5	5	5	5	4	5	3	5	4	5	2	5	82
Pupil W	5	4	4	4	2	4	2	4	4	5	5	4	4	4	2	4	5	5	2	4	78
Pupil X	4	2	5	4	5	4	4	5	4	4	5	5	5	4	3	4	4	4	2	4	82
Pupil Y	2	5	4	4	2	4	4	4	4	5	5	4	5	5	4	4	5	5	3	5	84
	98 3.92	101 4.04	90 3.6	108 4.32	92 3.68	102 4.08	97 3.88	108 4.32	114 4.56	113 4.52	122 4.88	119 4.76	107 4.28	109 4.36	85 3.4	103 4.12	111 4.44	119 4.76	98 3.52	115 4.6	

- = below average score

APPENDIX 4

ANALYSIS ON INDIVIDUAL SCORES PER ITEM ON TULKETH READING ATTITUDE INVENTORY (5th YEAR ADMINISTRATION)

-- = below average score

Set 2 NAMES	1 P	2 P	3 P	4 P	5 P	6 P	7 N	8 P	9 N	10 N	11 N	12 P	13 N	14 N	15 P	16 N	17 P	18 N	19 P	20 N	TOTAL RI3
Pupil AA	5	5	5	5	2	4	2	4	5	5	5	5	5	5	3	4	5	5	5	5	90
Pupil BB	4	2	2	4	3	4	4	4	4	5	5	5	2	4	2	4	4	5	3	4	73
Pupil CC	4	2	2	2	3	5	2	5	4	5	5	5	2	2	5	4	5	5	5	2	79
Pupil DD	2	2	2	2	3	3	1	4	2	2	4	4	1	2	3	2	2	2	1	4	63
Pupil EE	5	5	5	5	1	5	3	5	5	5	5	5	5	5	3	5	5	5	5	5	92
Pupil FF	2	2	2	1	2	2	2	3	1	2	2	2	4	1	3	2	2	1	2	2	43
Pupil GG	4	4	5	2	2	3	3	1	4	4	5	4	3	4	2	5	5	4	1	5	71
Pupil HH	4	2	2	4	2	4	3	4	4	4	5	4	3	3	1	3	2	2	2	2	61
Pupil II	2	2	2	4	1	4	5	4	4	4	5	4	1	2	1	3	5	5	1	1	63
Pupil JJ	4	5	2	4	2	2	3	5	4	4	5	4	4	5	5	4	5	4	2	4	78
Pupil KK	4	5	4	4	2	4	2	4	4	4	5	5	4	4	4	3	2	4	4	4	75
Pupil LL	2	2	2	4	2	2	2	3	4	2	4	3	4	4	2	4	4	4	2	4	62
Pupil MM	4	4	2	4	2	2	3	2	4	2	5	3	3	4	1	4	4	4	1	3	61
Pupil NN (Not entered for Lit.)	4	2	2	4	2	1	2	4	4	4	5	4	2	4	4	4	4	4	2	4	67
Pupil OO	2	5	2	2	2	2	1	5	1	2	1	5	1	1	3	1	2	1	1	5	48
Pupil PP	5	2	2	5	2	5	5	5	4	5	5	4	5	5	4	5	4	5	4	5	86
Pupil QQ	4	5	4	5	5	5	4	1	5	5	5	5	5	5	3	5	4	5	5	5	90
Pupil RR	2	4	4	3	2	1	4	4	2	4	5	5	3	4	1	4	4	4	2	2	66
Pupil SS (Not entered for Lit.)	4	4	2	4	2	3	2	5	4	2	4	4	3	2	3	4	4	4	2	4	68
Pupil TT (Not entered for Lit.)	4	4	1	4	5	4	5	4	5	4	5	5	4	5	3	5	4	5	5	4	85
Pupil UU	2	4	2	2	2	2	2	3	2	2	5	3	1	2	3	2	2	1	1	2	46
Pupil VV (Not entered for Lit.)	4	5	4	5	4	5	4	5	5	5	5	4	4	4	2	4	4	5	4	4	86
Pupil WW (Not entered for Lit.)	4	4	5	5	3	4	4	5	5	4	5	5	4	4	3	4	5	5	2	2	83
Pupil XX	4	5	4	5	5	5	4	5	5	5	5	4	5	4	4	5	5	5	5	5	94
Pupil YY	5	5	4	5	5	5	4	5	5	5	5	5	4	5	4	5	4	5	5	4	94
	94 3.76	95 3.8	79 3.16	96 3.84	66 2.64	82 3.28	79 3.16	99 3.96	97 3.88	98 3.92	115 4.6	106 4.24	83 3.32	94 3.76	74 2.96	95 3.8	100 4.0	100 4.0	72 2.88	94 3.76	

Appendix 5

Structured Questions for Interviews

All the boys and girls in your group are being asked the same Questions. Everything you say will be held in strict confidence. Please answer as honestly as you can. Please do not talk to other members in the group about what questions I asked or what answers you gave, until the whole group has been interviewed. To begin, please state your full name clearly.

- Q.1 You have nearly finished your 'O' level English Literature course. What books have you been studying?
- Q.2 Which did you enjoy reading and studying the most?
- Q.3 Have you done a lot of reading for pleasure during the last year or so?
- Q.4 What kind of books do you enjoy reading?
- Q.5 Do you feel a better reader than you were two years ago?
- Q.6 In what ways are you better?
- Q.7 Do you think you will pass the exam?
- Q.8 Why?
- Q.9 If you had a choice would you do the 'O' level Literature course again?
- Q.10 Do you feel your attitude towards books and reading has changed over the last two years?
- Q.11 Has your study of literature helped you with the language work?

Q.12 Has it helped you in any other ways?

Q.13 When you leave school do you think you'll continue to read for pleasure?

Q.14 Did you think when you started the 'O' level course you were the right kind of person to do it?

Appendix 6 Interviews

Transcriptions of pupil interviews

1. Pupil A

Q. You have nearly finished your 'O' level English Literature course.

Which books have you been studying?

A. 21 Great Stories, Great Expectations and Macbeth.

Q. Which did you enjoy studying and reading the most?

A. 21 Great Stories it's easier to get at; it's split up into stories - one story at a time you feel you've got somewhere.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. Not as much as I should have done.

Q. What kind of books do you enjoy reading?

A. A book from the library I can't remember its name about a girl I'd choose fiction.

Q. Do you feel a better reader than you were two years ago?

A. I don't know, I don't think so, about the same. I don't read any more or any less. I think I read with more understanding.

Q. Do you think you'll pass the exam?

A. I think so, I hope so anyway. I wouldn't say I was confident.... I'm a bit of an optimist. I hope to pass.

Q. If you had a choice would you do the 'O' level literature course again?

A. Yes, I think so. It means that you get a chance to read books like Great Expectations. I wouldn't have read that because it was by Charles Dickens and you see the thickness of it and I just wouldn't have been tempted to read it at all. But because I had to read it I did do and I think I got something out of it.

Q. Do you feel your attitude to books and reading has changed over the last two years?

A. I think it's changed a bit because like because now I would choose a book I didn't before and feel I could understand the writing I understand what they're trying to get at. I think I could read another Shakespeare now because I'm more into it.

Q. Has your study of literature helped you with the language work?

A. Yeah, it helps in comprehensions when you have to extract the sense and interpret it in different ways. There's not much of a split between the two. The two, side by side, help each other along.

Q. Has it helped you in any other ways?

A. Yeah, it's helped a bit more with Geography and things like that, helped me to describe things

Q. When you leave school do you think you'll continue to read for pleasure?

A. I think so, but when I'm doing 'A' levels it might drop, but afterwards when I don't want to go out I think I might pick up a book rather than watch T.V. The more homework I get, then the less reading I do.

Q. Did you think when you started the 'O' level literature course you were the right kind of person to do it?

A. I thought it was going to be very boring because of the people who had written the books. I didn't really know how I was going to get through the two lessons per week. I've come along all right really. I hardly ever get right through a book I get bored so when I knew I'd several to read I thought it was going to be really a hard slog I read Great Expectations when I went on holiday. I went on a cruise - see, on deck sun-bathing I thought I may as well read it

2. Pupil B

Q. You have nearly finished your 'O' level English Literature course.
What books have you been studying?

A. Great Expectations, 21 Great Stories and Macbeth.

Q. Which did you enjoy reading and studying the most?

A. Macbeth 'cos it's not very clear and you have to read it at least three times to understand it. I like having to work at my reading. It's not got to be too easy.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. Not a lot. A book about the SAS, that's about it.

Q. What kind of books do you enjoy reading?

A. Novels, but I can't usually finish them. I get bored any spy novel.

Q. Do you feel a better reader than you were two years ago?

A. Yeah, definitely because of English Literature. The teacher shows you to search into it. To not take it for granted, to go over things.

Q. Do you think you will pass the exam?

A. Yeah, I think so, if I read my notes enough.

Q. If you had a choice would you do the 'O' level literature course again?

A. Yeah, 'cos I like the books. 'Cos there'd always be one book

you'd enjoy and that's worth it.

Q. Do you feel your attitude to books and reading has changed over the last two years?

A. Yeah, 'cos a couple of years ago I would have thought Macbeth was a load of old nonsense, but now I realise how good it is. I want to read another, but I've forgotten which one it is.

Q. Has your study of literature helped you with the language work?

A. Yeah, because of phrases. You can put them in your own ways. It's helped writing essays 'cos you can see how authors have started their stories and constructed them for different effects.

Q. When you leave school do you think you'll continue to read for pleasure?

A. I'm more interested in reading now.

Q. Did you think when you started the 'O' level literature course that you were the right kind of person to do it?

A. No, not really. I wasn't a great reader, and I didn't understand language in books.

3. Pupil C

Q. You have nearly finished your 'O' level English Literature course.
Which books have you been studying?

A. Great Expectations, 21 Great Stories, Macbeth.

Q. Which did you enjoy reading and studying the most?

A. 21 Great Stories and Great Expectations - I enjoyed 'em for different reasons. Dickens, I like the descriptive and narrative side. 21 Great Stories - I liked the change, the different stories. The difference.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. Yes, er, Hard Times. I like politically minded books. Orwell.
I've read one or two books about Polish camps. I like a good read, an adventure Agatha Christie.

Q. Do you feel a better reader than you were two years ago?

A. Er, I can read books of, shall I say, a higher standard. In 21 Great Stories you learn the hidden meanings symbolism. A straightforward meaning, a hidden level and maybe one below that.

Q. Do you think you will pass the exam?

A. I don't think I'll get a grade A. My essay writing is not up to scratch factual essays. I hope I do. Some essays I get an 'A', others, I get a 'C'. I'm not experienced enough. Or I might mis-time an essay.

Q. If you had a choice would you do the 'O' level literature course again?

A. Yes, definitely. I enjoyed it.

Q. Do you feel your attitude to books and reading has changed over the last two years?

A. In some respects. I'll read a different sort of book, a different level. I don't read more.

Q. Has your study of literature helped you with the language work?

A. Er, Language on Literature has. Essay writing in the main. The mechanics. Literature gives you a broader imagination. They both helped, complemented each other. Same style of teaching of both.

Q. Did you think you when you started the 'O' level literature course that you were the right kind of person to do it?

A. Er, I didn't really know what to expect. Now I've started, I've really enjoyed it. I didn't really give it very much thought.

4. Pupil D

Q. You have nearly finished your 'O' level literature course. Which books have you been reading?

A. Great Expectations, 21 Great Stories, 1984, and Man for all Seasons.

Q. Which did you enjoy reading and studying most?

A. Great Expectations well it showed you the way a poor boy got up in society.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. Well, I don't like reading I'm not all that keen on reading.

Q. What kind of books do you enjoy reading?

A. Science fiction novels, love stories, not too soppy.

Q. Do you feel a better reader than you were two years ago?

A. Er I think I can understand books a lot better. I can't read very fast. I used to have to go over and over things. I understand now what words mean.

Q. Do you think you'll pass the exam?

A. No, I don't particularly like it, but I try, doing my best.

Q. If you had a choice, would you do the 'O' level literature course again?

A. No, I wouldn't do it at all.

Q. Do you feel your attitude towards books and reading has changed

over the last two years?

A. Er, I never liked 'em, so nothing's really changed. My mum and Dad and family like reading, but Mum says from being young I've never liked books.

Q. Has your study of literature helped you with the language work?

A. Yeah, I've learnt more words to incorporate into language. It's helped writing stories, punctuation and how you put it into paragraphs. Has helped me, yeah.

Q. Has it helped you in any other ways?

A. I don't think it has It's helped me think deeper into situations and work them out.

Q. When you leave school do you think you'll continue to read for pleasure?

A. Pretty much a non-reader. Not a bookworm, me!

Q. Did you think when you started the 'O' level literature course you were the right kind of person to do it?

A. Er, I think so. It's made me interested in books. I'm glad I did it now. I hope to pass the exam, but I can't get deep enough into a book to find all the clues.

5. Pupil E

Q. You have nearly finished your 'O' level literature course. Which books have you been studying?

A. Great Expectations, Man for all Seasons, 21 Great Stories and 1984.

Q. Which did you enjoy reading and studying the most?

A. 21 Great Stories 'cos it contained different stories. You can get into different things: horrors, thrillers - entertaining only short. My favourite story is "When the Rain Falls". It's a good idea; it showed the finality of nuclear war.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. Yeah, I should say so. I don't skip words. I think about outcomes. It's more enjoyable that way.

Q. Do you think you'll pass the exam?

A. I don't know. I've a reasonable chance. It depends on the questions. Good questions on 21 Great Stories and 1984 and I stand a good chance.

Q. If you had a choice would you take the 'O' level literature course again?

A. No, I don't think so 'cos it's a lot of work for nothing. I'm taking an engineer's course when I leave school. It ('O' level literature) should be made an option set against other technical subjects like engineering science.

Q. Do you feel your attitude to books and reading has changed over the last year or so?

A. Before I started literature I read factual books on certain topics. Since literature I've read mainly fiction books.

Q. Has your study of literature helped your study of the language work?

A. Well, it's helped with essays and spelling to a certain extent. It's helped with comprehension I suppose. It's not crossed over too much.

Q. Has it helped you in any other ways?

A. Er, apart from reading, no.

Q. When you leave school do you think you'll continue to read for pleasure?

A. Yeah, 'cos I like reading.

Q. Did you think when you started the 'O' literature course you were the right kind of person to do it?

A. Er, well I thought I was fairly good at language so I thought I would have a good chance at it. I thought literature was reading books and remembering them. Every literature question you give personal opinions and ideas I don't need the course really I don't suppose I've tried as hard as I could.

6. Pupil F

Q. You have nearly finished your 'O' level English Literature course.
What books have you been studying?

A. Great Expectations, Macbeth and 21 Great Stories.

Q. Which did you enjoy reading and studying the most?

A. 21 Great Stories. The others were old-fashioned. There's more variety in short stories, more interesting. 'Two Bottles of Relish' is a great horror story - a mystery, a man eats his wife!

Q. Have you done a lot of reading for pleasure during the last year or so?

A. No, I've been revising, not reading.

Q. What kind of books do you enjoy reading?

A. A good variety, a bit of everything.

Q. Do you feel a better reader than you were two years ago?

A. Yeah, I take things in more, read between the lines.

Q. Do you think you will pass the exam?

A. Mm I think I'll pass. In PEPs I get Cs or C+ so I think I should pass. It's the worst exam I'm going to do. I'm least confident. I find it hard to get all points in an essay of 45 minutes.

Q. If you had a choice would you do the 'O' level literature course again?

A. (Long pause) I think I would. It's helped in reading. Depends

on what else is on offer - some other language for example.

Q. Do you feel your attitude towards books and reading has changed over the last two years?

A. Yeah, I think so. Then (in the 3rd year) I left things; now I look at story, character and concentrate more. I can get more out of them.

Q. Has your study of literature helped you with the language work?

A. Er, yeah. I think so. Helping to understand things. (Long pause). I don't really enjoy the language course - I'd prefer to do more of my own writing, rather than reading and analysing other people's. I like poems without patterns.

Q. Has it helped you in any other ways?

A. Helped in my own writing. Helped me to put more in. Sort of hidden meanings to things and things like that.

Q. When you leave school do you think you'll continue to read for pleasure?

A. Yeah.

Q. Did you think when you started the 'O' level literature course that you were the right kind of person to do it?

A. I don't know, I suppose so. I did a lot of reading.

7. Pupil G

Q. You have nearly finished your 'O' level English Literature course.

What books have you been studying?

A. 1984, 21 Great Stories, Great Expectations and Man for All Seasons.

Q. Which did you enjoy reading and studying the most?

A. Great Expectations. I don't know why. I just liked it better than the others.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. No

Q. What kind of books do you enjoy reading?

A. Don't know.

Q. Do you feel a better reader than you were two years ago?

A. Yeah. Don't know.

Q. Do you think you'll pass the exam?

A. Doubt it. Don't get good marks, only Ds.

Q. If you had a choice would you do the 'O' level literature course again?

A. No.

Q. Do you feel your attitude towards books and reading has changed over the last two years?

A. I don't like reading.

Q. Has your study of literature helped you with the language work?

A. Just the same as it usually do.

Q. When you leave school do you think you'll continue to read for pleasure?

A. No.

Q. Did you think when you started the 'O' level literature course you were the right kind of person to do it?

A. No. No time for reading. Can't remember what's happened (slight laugh, but near to tears).

8. Pupil H

Q. You have nearly finished your 'O' level English Literature course.

What books have you been studying?

A. 1984, Great Expectations, 21 Great Stories and Man for All Seasons.

Q. Which did you enjoy reading and studying the most?

A. 1984. Quite interesting, looking into the future. Not an accurate picture or prediction, now we're getting near to the time. It's not a correct view.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. I read a lot of James Herbert books - 'Rats' and things. Once you start, you can't put them down.

Q. Do you feel a better reader than you were two years ago?

A. No, not really. Nothing's changed. About the same. I take more in now.

Q. Do you think you'll pass the exam?

A. Hard to say. Should get plenty of marks in 1984 and 21 Great Stories, but other two not so good. Might just scrape through.

Q. If you had a choice would you do the 'O' level literature course again?

A. No 'cos I don't like them kind of books. I don't like Dickens-type books. If we had more titles, I might.

Q. Do you feel your attitude towards books and reading has changed

over the last two years?

A. I suppose it has 'cos I don't read as much because of exams. If James Herbert brought out a new book I'd still go out and buy it.

Q. Has your study of literature helped you with the language work?

A. No. I think we do too much. We don't do enough essay work. We spend all six lessons on literature - we did this week anyway.

Q. Has it helped in any other way?

A. It's given me a better insight into living conditions for history - Dickens like. 1984 has shown me what could happen if Russians came over.

Q. When you leave school, do you think you'll continue to read for pleasure?

A. Fiction books, yeah, but nothing on literature side.

Q. Did you think when you started the 'O' level literature course, you were the right kind of person to do it?

A. No, I didn't think so. We had Mrs P in the 3rd year and she told me Mum that Paul would be all right, but she didn't think I was any good at reading. I know myself reading wasn't one of my strong points.

9. Pupil I

Q. You have nearly finished your 'O' English Literature course.

What books have you been studying?

A. Great Expectations, Macbeth and 21 Great Stories.

Q. Which did you enjoy reading and studying the most?

A. Great Expectations is a bit long. I like reading Macbeth. 21 Great Stories - some stories compare, some contrast, that's why I like that book. Macbeth - the plot is good; the language is good. It's helped my reading of the Holy Koran.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. I've read biographies of religious people in the last 3 months and regular re-reading of the Holy Koran. I am deeply interested in religion.

Q. Do you feel a better reader than you were two years ago?

A. Yes, I do, I feel different 'cos you do as you get older. English Literature hasn't helped that much. While she reads, we make notes. My vocabulary is greatly increased.

Q. Do you think you will pass the exam?

A. Er, yeah. I should pass it. I should be able to get a 'B'. I'm looking for an 'A', but that depends on me. I feel I can do well. I can interpret the work. I've taken in all that the teacher has taught me.

Q. If you had a choice would you do the 'O' level literature

course again?

A. Er, well I don't know really. Yeah, I would. This course has helped me to learn the style of Shakespeare and Dickens. It has helped me to decide some things - whether it's worth going on.

Q. Do you feel your attitude towards books and reading has changed over the last two years?

A. Yeah, definitely 'cos at the beginning of Great Expectations it didn't appeal I like the character Pip; it revitalized the book. I'll read further before I decide if it appeals to me - the first chapter or so.

Q. Has your study of literature helped you with the language work?

A. Er, not so much. A bit in the essay technique. Authors' different styles should help as well as description which gives you ideas. In comprehension practice of rooting deeply in literature should help in language. No, no relationship really.

Q. When you leave school do you think you'll continue to read for pleasure?

A. Yes, definitely. Religion will keep me interested. I'm not in for fiction - puts odd ideas in my head.

Q. Did you think when you started the 'O' level literature course you were the right kind of person to do it?

A. Well, English Literature came as a surprise. I'd no idea of what it entailed. Difficult to say. I suppose I am the right kind of person. Yeah... yeah I think it was a good choice. Grateful that I did do it.

10. Pupil J

Q. You have nearly finished your 'O' level English Literature course.
What books have you been studying?

A. 1984, Great Expectations, 21 Great Stories, Man for All Seasons.

Q. Which did you enjoy studying and reading the most?

A. 1984. The work we did on it was most interesting. Made me understand it more. Teacher made us write as if we were there. Characters were easier to study. Charles Dickens never says anything straight - he beats about the bush.

Q. Have you done a lot of reading for pleasure during the last year or so?

A. Not really. I don't read a lot anyway.

Q. What kind of books do you enjoy reading?

A. I like Catherine Cookson books. My sister buys them. I like ghost stories, but not at night.

Q. Do you feel a better reader than you were two years ago?

A. Well, at the end of the 3rd year I only read children's books. My sister buys them. I've read 1984 five or six times. I feel as if I can read adult books now, but I don't know which to read.

Q. Do you think you'll pass the exam?

A. No. Only book I know is 1984, but I need good questions on this. I've started revising, reading my essays in my folder. About a 50-50 chance.

Q. If you had a choice would you do the 'O' level literature course again?

A. Yeah, and I'd study a lot harder. I thought it would be easier. My sister got a grade A.

Q. Do you feel your attitude towards books and reading has changed over the last two years?

A. I don't really know. I suppose it has, but now I'm getting into reading a bit more.

Q. Has the study of literature helped you with the language work?

A. No, we don't really do enough English Language. We do Language for homework. You don't know from the marking where you've gone wrong. Essays are O.K., but I don't have many bright ideas. I'm better at essay plans than I was.

Q. When you leave school do you think you'll continue to read for pleasure?

A. Just depends how much time I get. If I get a job I might go out at night's 'cos me mum will let me. I might join the library, but I can't read a book fast; I have to take it slowly. I might have to take up reading as a hobby, if I don't get a job.

Q. Did you think when you started the 'O' literature course you were the right kind of person to do it?

A. I don't really know. In Set 2 you just did it. I was put in there because I had a slight bit of intelligence. I didn't really know what English Literature entailed. Now, it's hard work because I didn't work hard enough in the 4th year.

Appendix 7

ORD/S

ORD/S

2002/1
ENGLISH
LITERATURE
SYLLABUS C
(PLAIN TEXTS)
Thursday
9 JUNE 1983
Morning
2 $\frac{3}{4}$ hours

2002/1

UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATE
General Certificate of Education

ENGLISH LITERATURE
SYLLABUS C
(PLAIN TEXTS)
(Two hours and three quarters)

Please read these notes carefully:

- (i) The paper is divided into two parts, Section A and Section B. Each Section contains questions on all the set books.
- (ii) You must answer FOUR questions altogether, taking at least ONE question from Section A and at least ONE from Section B.
- (iii) Your four answers must cover at least THREE books.
- (iv) If you choose to answer the question on the unseen poem (Question 17), make sure that your other three answers are on three different books.
- (v) In Section B there are three questions on each book. These are numbered (a), (b), and (c), and you may answer only ONE of the three.
- (vi) The page references in Section A are to certain specified editions. Where these are different from the edition you have been using, your teachers will give you the page reference to your own edition.

This Question Paper consists of 8 printed pages.

(Turn over

Section A

SHAKESPEARE: Macbeth

1 Read through Act 4 scene 3 from the beginning to the entrance of Ross. When we first read or see the play it may not be obvious straight-away what this scene has to do with what comes immediately before and after it, and it can seem like an unwelcome pause in the action.

Now that you know the play better, show by close reference to what Malcolm and Macduff are discussing how important their conversation is to the play as a whole.

SHAKESPEARE: As You Like It

2 Read carefully Act 2 scene 3. This very short scene is really doing at least three different things: advancing the 'story', adding to our knowledge of the characters, and expanding some of the ideas (about relationships and about the condition of the world) that are going to be important in the play as a whole. Show how much of this a close reading of the scene helps you to discover.

CHARLOTTE BRONTE: Jane Eyre

3 Find Chapter 20 and reread carefully the passage (two or three pages from the beginning) which starts "No: stillness returned: each murmur and movement ceased gradually . . ." as far as the paragraph ending "many a week has seemed shorter." (pp. 237-241 Penguin English Library). What impression do you get of the atmosphere Charlotte Bronte creates in this incident? Refer closely to the passage to show the ways in which this impression is produced.

CHARLES DICKENS: Great Expectations

4 Remind yourself of Chapter 39 from the beginning of the fifth paragraph (p. 353 Penguin) "Alterations have been made . . ." to ". . . some terrible beast" (about 6 pages later, p. 360 Penguin). This passage describes one of the most important meetings in the book and Dickens makes us both see the scene vividly and share, quite strongly, the feelings of the two men as they meet. What, do you think, makes the scene so vivid and what emotions are you aware of in Pip and Magwitch? In the course of your answer make clear which of the men you find you sympathise with.

HENRY JAMES: Washington Square

5 Re-read Chapter 18, looking very carefully at the part played in it by Dr. Sloper. What contrasts do you see between how he behaves and what he actually says? In what way does this interview add to your understanding of Catherine's problem?

GEORGE ORWELL: Nineteen Eighty-Four

6 In Chapter 9 of Part 2 look again carefully at the section beginning "When he woke ..." and ending "... the Party did not share and could not kill." (pages 175-177 in the Penguin edition). On a first reading of the novel you would be justified in taking at face value Winston's optimism about the proles. Now that you know the book better, say, with close reference to the passage, in what way your view has changed.

ROBERT BOLT: A Man For All Seasons

7 Read carefully from where More says "Howard! . . . I can't get home. They won't bring me a boat" (p. 70 Heinemann edition) as far as the point on page 73 when Norfolk leaves the stage. What does this passage tell us about More, about Norfolk and about the relationship between them? What are your own feelings about Norfolk?

Twenty One Great Short Stories

8 Look again at the ending of each of the following two stories:

- (a) 'What Stumped the Bluejays' from "And with that away he went" (p. 282).
- (b) 'The Secret Life of Walter Mitty' from "When he came out into the street again ..." (p. 275).

Deal in any way you like with what you see as the differences between these two pieces of writing.

(Turn over)

Section B

SHAKESPEARE: Macbeth

(Don't answer more than one of these three questions)

- 9 Either (a) Some people feel that the witches, who seem to embody the forces of evil in the play, are more convincing when the play is read than when it is seen. Say what you think it is about the witches that makes people feel this, and (with your reasons) what your own view is.
- Or (b) By the end of the Banqueting scene (Act 3 scene 4) the lords have been hastily dismissed, and Macbeth intends to visit the witches a second time. How do you think Lady Macbeth is feeling, at this point in the play, about her position, her husband, her relationship with him and herself? (You may, if you wish, write as if you are Lady Macbeth).
- Or (c) 'Tyrant . . . devilish Macbeth . . . hell-kite . . . fiend . . . hell-hound . . . butcher . . . ' All these words are used about Macbeth at the end of the play. When you think back over the play as a whole do they, for you, make up your total impression of him or can you find anything to be said to defend or excuse him?

SHAKESPEARE: As You Like It

(Don't answer more than one of these three questions)

- 10 Either (a) "We that are true lovers run into strange capers" says Touchstone and he goes on to speak of their folly. Consider the various lovers we see in the play: what, do you think, would Touchstone see as their strange capers? Do any of the lovers seem to you to stand outside his accusation of folly and, if so, what saves them from it?
- Or (b) We sometimes distinguish between laughing AT somebody and laughing WITH somebody. Think about Jaques. When do you find yourself laughing WITH him and when do you laugh AT him? What else interests you about him?
- Or (c) "Ay, now I am in Arden: the more fool I: when I was at home, I was in a better place" (Touchstone). How many of the exiles in the forest would agree with Touchstone?

CHARLOTTE BRONTE: Jane Eyre

(Don't answer more than one of these three questions)

- 11 Either (a) It has been said: "Neither the hero nor the heroine of 'Jane Eyre' attracts sympathy. The reader cannot see anything lovable in Mr. Rochester, nor why he should be so deeply in love with Jane". Do you agree or disagree with this statement? What arguments, and what evidence from the book, would you put forward to support your own opinion?
- Or (b) Imagine you are Helen Burns on the afternoon when Mr. Brocklehurst and his family visit Lowood Institution. (Chapter 7, pages 93-99 Penguin English Library). Give your own account of that visit, and your attitude to Mr. Brocklehurst and his school.
- Or (c) Jane Eyre survives a great deal of personal hardship and unhappiness. What do you think were the worst things that happened to her, and what were the qualities that enabled her to survive them? (In your answer, try to refer to particular events, and to Jane's reaction to them).

CHARLES DICKENS: Great Expectations

(Don't answer more than one of these three questions)

- 12 Either (a) What influence does Herbert Pocket have on Pip? What are your feelings about Herbert?
- Or (b) The law, lawyers, lawsuits, prisons, convicts - these, in one way or another, play quite a large part in the life Dickens shows us in Great Expectations. Using as wide a selection of examples as you can, say what impression you have gained of the world of the law in the novel.
- Or (c) Pip returns to Joe and Biddy on the day of their wedding to tell them that he is going abroad. What, do you suppose, are Biddy's thoughts that evening, when she traces the way in which her feelings towards Pip have varied in the course of the story? You may, if you wish, write as if you were Biddy. (You will find it useful to look quickly at the end of Chapter 58).

(Turn over

HENRY JAMES: Washington Square

(Don't answer more than one of these three questions)

- 13 Either (a) "Why the deuce, then, would she never marry?" (Morris Townsend, on the last page of the story). See if you can explain to Morris why Catherine never married.

Or (b) After Morris Townsend has had dinner with him Dr. Sloper says: "He is not a gentleman ... It's a vulgar nature ..." What does Dr. Sloper base his opinion on, and do you think it is a fair thing to say of Morris (i) at this point in the book, and (ii) by the end of it? (You will need to think hard about the ways we see Morris behaving as specific points in the book, and use those incidents to illustrate your answer).

Or (c) There are several features of the novel - the period (the 1830's), the implications of being very rich, the expectation that young women will marry - which may make it remote from many of our lives today. Are there, on the other hand, any aspects of it - such as the treatment of personal relationships - which you feel are relevant to your own life? Try to explore and share whatever in the book you have personally found interesting and important.

GEORGE ORWELL: Nineteen Eighty-Four

(Don't answer more than one of these three questions)

- 14 Either (a) What is the function of the Thought Police in Oceania? How do they first identify their victims and why are they specially frightening?

Or (b) At the end of the torture at the Ministry of Love it says "The old feeling, that at bottom it did not matter whether O'Brien was a friend or an enemy, had come back". Try to explain what the strange relationship is which exists throughout the novel between Winston and O'Brien.

Or (c) Why is the final sentence of the story ("He loved Big Brother") so effective an ending?

ROBERT BOLT: A Man For All Seasons

(Don't answer more than one of these three questions)

15 Either (a) At the end of the play the stage directions describe Cromwell and Chapuys walking off arm in arm. What do you think Bolt wants us to understand by this? Remember to bring evidence from the play to support your answer.

Or (b) "This", (tapping himself) "is not the stuff of which martyres are made" (More to Alice).
 "Your life lies in your own hands, Thomas, as it always has" (Norfolk in the trial).
 - So why does More die?

Or (c) Do you think that the play can be seen as dealing with the world and people generally or is it concerned with a particular man at a particular time in a particular situation? Make clear the evidence that leads you to your conclusion.

Twenty One Great Short Stories

(Don't answer more than one of these three questions)

16 Either (a) You could call The Cask of Amontillado a horror story but the horror comes largely through the character of Montresor himself as he tells the story. What impression have you formed of him? Choose any one other story that might be described as 'horrific' and briefly say in what ways you think the horror element differs from that in The Cask of Amontillado.

Or (b) "He went on to tell them what he had heard Of all the formless tangle of thoughts, suspicions, interpretations, and the special and personal knowledge given to the blind which moved his brain, he said nothing". These words occur in a paragraph on page 67 of Footfalls. Show the central importance of this paragraph in the storey as a whole.

Or (c) A short story, it has been said, should be as long as a piece of string (i.e. there is no set length to be expected). Why is this so? Illustrate your answer by considering some of the stories in this collection.

(Turn over

17 Here is a poem that was written about a young drummer-boy who was killed in the Boer War some eighty years ago. He was buried where everything was strange and unfamiliar. After reading the poem a number of times, say what it means to you.

A kopje is a hill-top of a kind common in South Africa; the Veldt is the vast surrounding plain and the Karoo is a high plateau.

Drummer Hodge

They throw in Drummer Hodge, to rest
 Uncoffined - just as found:
 His landmark is a kopje-crest
 That breaks the veldt around;
 And foreign constellations west
 Each night above his mount.

Young Hodge the Drummer never knew -
 Fresh from his Wessex home -
 The meaning of the broad Karoo,
 The Bush, the dusty loam,
 And why uprose to nightly view
 Strange stars amid the gloam.

Yet portion of that unknown plain
 Will Hodge for ever be;
 His homely Northern breast and brain
 Grow up some Southern tree,
 And strange-eyed constellations reign
 His stars eternally.

Thomas Hardy

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